

ACADEMIC FREEDOM FUND Academic Staff Association Donors

Acadia University (AUFA) \$23,400
Alberte College of Art & Design (ACADFA) \$1,000
Algonia University (AUFA) \$2,000
Association of Nova Scotia University Teachers \$1,000
Athabasca University (AUFA) \$10,000
Atlantic School of Theology (ASTFA) \$600
Augustana University College (AUFCFA) \$3,000

Bishop's University (APBU) \$8,500
Brandon University (BUFA) \$10,000
Brescia University College (BFA) \$500
Brock University (BUFA) \$10,000
Canadian Military Colleges (CMCFA) \$12,000
Cape Breton University (CBUFA) \$11,000
Capilano University (CFA) \$2,000

Carleton University (CUUSA) \$5,000
Concordia University (CUFA) \$20,000
Delhiouse University (DFA) \$35,000
Dressler, G. & Post-Secondary Educators of B.C. \$15,000
Huron University College (HUCFA) \$1,000
King's University College (KUFCFA) \$4,000
Laurentian University (LUFA) \$8,000

Manitoba Organization of Faculty Associations \$1,000
McGill University (MUT) \$20,000
McMaster University (MUALA) \$500
McMaster University (MUFUA) \$25,000
Memorial University of Newfoundland (MUNFA) \$35,290
Mount Allison University (MAFA) \$18,000
Mount Royal University (MRFA) \$6,000

Mount Saint Vincent University (MSVUFA) \$2,725
Nipissing University (NUFA) \$3,000
Northern Ontario School of Medicine (NOSMFA) \$1,000
NSCAD University (FUNSCAD) \$1,500
Ontario College of Art & Design (OCADFA) \$1,000
Queen's University (QUFA) \$25,000
Royal Roads University (RFA) \$4,000
Ryerson University (RFA) \$20,000
Saint Mary's University (SMUFA) \$25,600

Saint Paul University (PASPU) \$2,000
University of Alberta (APUH) \$500
University of Manitoba (UMFA) \$76,500
University of Moncton (ABPPUMC) \$500
St. Jerome's University (SJU-ASA) \$500
St. Mary's University College (STMUFA) \$3,660
St. Thomas More College (STMU) \$2,000
St. Thomas University (FAUST) \$5,000
Thompson Rivers University (TRUFA) \$9,000
Trent University (TUFA) \$32,000

Université de Heurt (UFGA) \$500
Université de Moncton (ABPPUMC) \$45,000
Université de Moncton (ABPPUMC) \$2,750
Université de Moncton (ABPPUMC) \$500
Université de Saint-Boniface (APCUB) \$5,500
Université Sainte-Anne (PBUFA) \$2,000
Université de Moncton (ABPPUMC) \$500
Université de Northern British Columbia (UNBCFA) \$4,500
University of Ontario Institute of Technology (UOITFA) \$500
University of Prince Edward Island (UPEIFA) \$6,000
University of Regina (URFA) \$13,000

Pledged to Date **\$1,109,805**

University of Guelph (UGFA) \$25,725
University of Lethbridge (ULFA) \$3,660
University of Moncton (UMFA) \$76,500
University of New Brunswick (ANBT) \$50,000
University of Northern British Columbia (UNBCFA) \$4,500
University of Ontario Institute of Technology (UOITFA) \$500
University of Prince Edward Island (UPEIFA) \$6,000
University of Regina (URFA) \$13,000

University of Saskatchewan (U5FA) \$2,420
University of Toronto (CUTP) \$902,2000
University of Toronto (UTFA) \$100,000
University of Victoria (UVICFA) \$32,000
University of Waterloo (FAUW) \$27,000
University of Western Ontario (UWOPFA) \$45,000
University of Winnipeg (UWFA) \$8,000
Wilfrid Laurier University (WLUFU) \$25,000

CAUT ACPPU

BULLETIN

Vol 59 No 1 // January 2012 janvier // Canada's Voice for Academics // La voix des universitaires du Canada



President's Column

Indigenous knowledge can enrich our campuses
page A3



Commentary

NSERC's discovery grant program

Tribune libre

Les subventions à la découverte du CRNSG page A4

NSCAD's fate remains precarious following release of consultant's report
page A7

Les universités de la Nouvelle-Écosse confrontées à des coupes budgétaires page A9

Bookshelf

page A13

Careers/Carrières

page B1

www.CAUTBulletin.ca
TravailAcademique.ca

Canadian Association of University Teachers
Association canadienne des professeures et professeurs d'université



CANADA NEEDS
NSCAD

www.change.org/petitions/keep-nscad-university-intact-and-independent

New Saskatchewan Legislation Permits Private Universities

SASKATCHEWAN is the latest province to extend degree-granting status to public colleges as well as allow the recognition of private universities.

Similar to legislation in Ontario, British Columbia and New Brunswick, Saskatchewan's Degree Authorization Act includes setting up a quality assurance oversight body to determine authorization and carry out periodic reviews and evaluations of education programs.

The legislation specifies conditions for the use of the term "university" and "varsity," and stipulates that the educational institution must either have a physical presence in the province or be authorized to provide distance education.

"The key reason is to increase access for students," Rob Norris, the minister of advanced education, told the Saskatoon Star Phoenix. "The balance (that) is there has to be a very solid and sustained quality assurance process — to make sure that the high quality of degrees people have come to expect in Saskatchewan over the course of the last century isn't in any way compromised."

The new legislation opens the door for colleges such as the Saskatchewan Institute of Applied Science and Technology to offer degree-granting programs, but it also paves the way for for-profit education.

Yet the record with for-profit universities in other provinces is marred by controversy and scandals, said CAUT executive director James Turk.



Legislation introduced by the Saskatchewan Party government would allow private universities.

New Brunswick ordered Lansbridge University closed in 2010 after the school failed repeated reviews. This followed an earlier shutdown of Lansbridge University and Kingston College in British Columbia for improperly pro-

mising degrees, providing misleading information to the government, and leaving students exposed to financial risk.

See SASKATCHEWAN LEGISLATION Page A6 ➤

Une nouvelle loi de la Saskatchewan autorise l'accréditation d'universités privées

La Saskatchewan est la dernière province à ce jour à étendre à des collèges publics l'habilitation à conférer des grades universitaires et à autoriser l'accréditation d'universités privées.

À l'instar des lois adoptées en Ontario, en Colombie-Britannique et au Nouveau-Brunswick, la *Degree Authorization Act* (loi sur l'attribution de grades universitaires) de la Saskatchewan prévoit la mise sur pied d'un organe de surveillance de l'assurance de la qualité chargé, d'une part, de déterminer s'il convient d'accorder une habilitation et, d'autre part, de mener des examens et des évaluations périodiques des programmes d'études dispensés.

En plus de préciser les conditions d'utilisation des termes « university » et « varsity », la loi dispose que les établissements d'enseignement doivent être soit physiquement présents dans

la province, soit autorisés à offrir des programmes d'enseignement à distance.

« L'objectif principal de cette mesure législative est d'accroître l'accès aux études postsecondaires », a déclaré le ministre de l'Enseignement supérieur, Rob Norris, au *Star Phoenix* de Saskatoon. « Globalement, toutefois, il importe de mettre en œuvre un processus d'assurance de la qualité robuste et soutenu qui puisse garantir que la grande valeur des diplômes que les gens sont habitués à trouver en Saskatchewan depuis un siècle ne sera compromise d'aucune façon. »

Si la nouvelle loi permet dorénavant à des collèges tels que le Saskatchewan Institute of Applied Science and Technology de proposer des programmes conférant des grades universitaires, elle ouvre par le fait même la voie à des établissements éducatifs à but lucratif.

Or, le bilan des universités à vocation commerciale dans les autres provinces est entaché de controverses et de scandales, fait valoir le directeur général de l'ACPPU, James Turk.

Voir LOI DE LA SASKATCHEWAN à la page A7 ➤

CAUT BULLETIN

Published by / Publié par
Canadian Association of University Teachers
Association canadienne des professeurs et
professeurs d'université

2705, promenade Dufferinview Drive
Ottawa (Ontario) K2B 8K2
Tel: 613-820-2270 / Fax: 613-820-2417
duhaime@caut.ca

President / Président
Wayne Peters

Executive Director / Directeur général
James Turk

Managing Editor / Rédactrice en chef
Liza Duhaime

Advertising / Publicité
Rosa Labocette (ads@caut.ca)

Circulation / Diffusion
Nicole Gagné (gagne@caut.ca)

Graphic Design / Graphisme
Kevin Albert

Editorial Board / Comité de rédaction
Wayne Peters James Turk
Penni Stewart David Robinson
Anver Saloojee Liza Duhaime

The CAUT Bulletin is published each month September through June. Average distribution 46,500. Subscription for one year (10 issues): \$25 + taxes (Canadian orders only); print edition USA surface mail \$35; print edition international airmail \$65. Feature content and archive are available at cautbulletin.ca. Job postings are available at academicwork.ca.

Le Bulletin de l'ACPPU paraît 10 fois par an, soit de septembre à juin. Tirage moyen : 46 500 exemplaires. Abonnement d'un an : 25 \$ + taxes (Canada), 35 \$ (États-Unis) et 65 \$ (autres pays). Les articles et rubriques du Bulletin de même que les archives sont accessibles sur le site acppubulletin.ca. Des offres d'emploi sont publiées sur le site travailacademique.ca.

Letters to the Editor

Letters for publication are welcome. Letters should address a specific article, comment, or letter that recently appeared in the paper or be tied to recent events. Letters are limited to 300 words and may be edited for length and clarity. Include your name, address and phone number. Anonymous letters will not be accepted. Submissions that are considered potentially libellous will not be published. We read every letter we receive and every letter gets equal consideration. Publication is at the sole discretion of CAUT. If your letter is accepted for publication, you will be contacted.

Courrier des lecteurs

La rédaction du Bulletin invite les lecteurs à lui écrire. Les lettres doivent porter sur un article, un commentaire ou une lettre précis qui sont parus dans le Bulletin ou qui ont trait à des actualités récentes. Les textes, dont la longueur est limitée à 300 mots, pourront être révisés par souci de clarté et de concision. Veuillez indiquer vos nom, adresse et numéro de téléphone. Nous ne publierons ni les lettres anonymes ni les textes que nous estimons potentiellement diffamatoires. Nous lisons avec une même attention toutes les lettres que nous recevons. L'ACPPU se réserve le droit de choisir celles qui seront publiées. Nous communiquerons avec les auteurs des lettres qui seront publiées.

Copyright

Reproduction without written permission by the publisher and author is forbidden. Copyright in letters and other materials submitted to the publisher and accepted for publication remains with the author, but the publisher may choose to translate and/or reproduce them in print and electronic form. All signed articles express the view of the author(s).

Droit d'auteur

Il est interdit de reproduire des œuvres sans l'autorisation de l'éditeur et de l'auteur. L'auteur conserve le droit d'auteur pour les lettres et autres documents soumis à l'éditeur et acceptés aux fins de publication. L'éditeur peut cependant choisir de les traduire ou de les reproduire, ou les deux, sous forme imprimée et électronique. Tous les articles signés n'engagent que leurs auteurs.

Member of / Membre de
Canadian Association of Labour Media
L'Association canadienne de la presse syndicale



Printed in Canada by / Imprimé au Canada par
Performance Printing, Smiths Falls

COMMENT OPINIONS

COMMENTARY

Student Surveys a Poor Measure of Teaching Competence

By RICK GOODING, SANDRA HOENLE,
PETER LITTLE, CATHERINE CHRISTIE,
GEORGE DAVISON, KELLY MACFARLANE,
RONDA WARD & LESLIE JERMYN

OUR post-secondary education system is moving to ever greater reliance on student opinion surveys (mislabelled as teaching or course evaluations) to judge, reward and punish instructors. We are all vulnerable, but contract academics are particularly at risk of having their livelihoods depend on these flawed instruments of assessment. We need to address the growing impact of student opinions on our working lives through bargaining, public education on campus, and by rejecting or tempering the use of these scores in peer-review processes like hiring and promotion.

A comparison with the medical profession may help to illuminate the critical flaws inherent in the use of opinion surveys to measure teaching ability. Imagine if physicians were judged by opinion surveys taken as their patients exited their waiting rooms. Then imagine if their employment and their pay depended on high scores on these surveys. What kind of doctors would be well paid with robust job security?

If you consider what makes a physician "effective," most of what they do would not be captured in patients' opinions upon leaving their offices the first time, or, as is typical for instructors, two-thirds of the way through a course of treatment. A good physician takes time to listen to us so they can determine what ails us and what we're doing to make our problem better or worse.

A good physician uses all the tools of assessment at her disposal to develop an accurate diagnosis. She pokes and prods, physically and metaphorically, even when it makes us uncomfortable. We may leave feeling negatively judged and found wanting; we may leave feeling like our dignity has been compromised. If we were asked at that moment if we liked the doctor or enjoyed the experience, we would be hard pressed to be laudatory or even neutral. Our assessment would not be positive.

Physicians who worked primarily toward high scores, on the other hand, would not ask us to do things we didn't like; would not chastise us for failing to change harmful behaviours; would not listen for the real problem but would try to give us what we seemed to want rather than what we need. We would leave satisfied, but not necessarily on the road to better health. We would give ineffective physicians high scores on the exit surveys and only realize they were "useless" when our health failed to improve.

Good teachers sometimes make their students uncomfortable: we poke, prod and assess, and we may ask our students to reconsider unproductive and unhealthy attitudes and behaviours. We ask them to alter habits of mind and



PHOTO: JASON ALEXANDER/SHUTTERSTOCK

“

Opinion surveys are snapshots of students' emotional dispositions toward courses and instructors taken before the full impact of the material or method of delivery can be known.

These are then fairly arbitrary measures of something other than teaching ability and should not stand as determinants of careers, salaries or discipline for tenure-track, tenured or contract faculty. Where our colleagues are being assessed solely on teaching, divorced from service and research contributions, as are many contract academics, the danger is multiplied.

Academic staff associations must give critical attention to the use of student teaching assessments for all faculty, and pay close attention to the impact student opinions have on contract academic job security. We must encourage colleagues and administrators who evaluate teaching for hiring and promotion to move beyond reliance on student opinions to more sophisticated and appropriate measures of effective teaching such as in-class peer review and polling of students well after the conclusion of the course.

The most effective encouragement is strong contract language. In an economic climate where wage gains are proving difficult, protection from arbitrary performance assessment is a cost-neutral goal that can benefit all members. ■

Rick Gooding, Sandra Hoenle, Peter Little, Catherine Christie, George Davison, Kelly MacFarlane, Ronda Ward and Leslie Jermyn are members of CAUT's contract academic staff committee.

The views expressed are those of the authors and not necessarily CAUT.

PRESIDENT'S COLUMN

Indigenous Knowledge Can Enrich Our Campuses



By WAYNE PETERS

As CAUT president I have the pleasure of attending various conferences, workshops and forums designed to explore issues important to post-secondary education and the academics who give it life. This past November, I joined about 100 aboriginal post-secondary educators and students at CAUT's third forum for aboriginal academic staff held in Vancouver.

The event began with a ceremony to welcome us and to honor the traditional land of the Coast Salish people. It conveyed a strong message that no matter where we go we are visitors on someone's traditional land. As I write I am mindful that my home on Prince Edward Island is on the traditional land of the Mi'kmaq First Nations people. They call P.E.I. Epekwitk — the island resting on the waves. I encourage everyone to learn on whose traditional land they live and work.

The forum in Vancouver explored two themes: recognizing and naturalizing indigenous knowledge in the academy, and the experiences of aboriginal academic staff in the tenure and promotion process. Aided by plenary sessions and discussion circles, the group engaged in energetic talks sharing different perspectives that reflected both experience and expectation.

I want to expand on the first of these two themes.

In the opening plenary session, Maxine Matilpi, a member of the Kwakiutl First Nation in Fort Rupert, British Columbia and a law professor at the University of Victoria, described the pedagogy that goes on under the table. She recounted memories of her five-year-old cousin who spent her time under the table, with the important job of sorting and counting buttons while her mother, grandmother, many aunts and other women made beautiful blankets on top of it.

Maxine's depiction exemplifies the essence of aboriginal approaches to teaching, learning and scholarship. Indigenous knowledge is embedded within a sense of community. It is gained and passed on by doing. It is experiential, embodied, recursive, fun, and in the presence of elders. In the blanket-making example, everyone contributes to and gains much from the experience, especially the five-year-old under the table.

Across the many perspectives of our different aboriginal communities indigenous knowledge is more than just an understanding of the physical world around us. It also encompasses, in a holistic way, a respect and appreciation for the metaphysical world tied closely to the physical one. However, it is too often seen as being in conflict with the more Eurocentric models maintained by most of our current institutions.

Consequently, it remains a huge challenge to integrate indigenous knowledge into an academy built on frameworks that were never designed nor intended to recognize and support or reward such approaches and perspectives. How, then, do we create an academy that allows aboriginal consciousness, language and identity to thrive without ethnocentric biases?

The way forward was suggested by the second of the forum's opening plenary speakers — Dan Longboat, a Mohawk from the Six Nations of the Grand River Territory in Ontario and director of the indigenous environmental studies program at Trent University.

Promoting and advancing the foundations of indigenous knowledge is more than a simple matter of protecting a way of life. It is also a significant act of empowerment by aboriginal people. For too long, indigenous knowledge and people have been seen in a position of deficit, somehow lacking credibility and falling short of "accepted" standards.

Dan maintains that a full-scale transformation in thinking is needed so that indigenous knowledge is seen to come from a position of strength with a great deal to teach and to learn. He believes it is necessary to teach not just aboriginal students about indigenous knowledge but all students to facilitate this transformation.

The best strategy for moving the academy to embrace indigenous

knowledge is to actively demonstrate just what aboriginal epistemology can contribute to it. It is a fundamental shift away from studying "about" indigenous knowledge to studying everything "through" indigenous knowledge — a shift away from seeing it as a "thing" to living it as a "process." It is a shift from thinking how post-secondary education is vital for the advancement of aboriginal communities to considering what contributions made by aboriginal peoples are necessary for the advancement of the academy.

Of course, huge barriers to inclusivity and equity exist on our campuses that preclude aboriginal academic staff members from full participation in the academy and, thus, from creating the critical mass needed to advance such a strategy. Certainly, the deliberations in Vancouver did not overlook the existence of these.

One barrier is the lack of recognition for the unique relationships aboriginal academics have with their extended families and communities. They do not disconnect themselves from these relationships — they define who they are. Everything an aboriginal academic does in the academy, then, must resonate within their community. Typically, though, such work is deemed as service rather than the applied research or professional practice it actually is. Gaining acceptance of non-traditional approaches to scholarship remains one of the biggest hurdles to equity.

Another barrier is the excessive workloads that result from the under-representation of aboriginal academics in the academy. In an effort to promote inclusivity, our institutions often expect aboriginal academics to sit on a disproportionate number of committees to provide aboriginal perspectives. Similarly, they tend to mentor many more students than their non-aboriginal colleagues as they are often sought out by aboriginal students to provide ongoing guidance.

CAUT's bargaining advisory "Bargaining Inclusivity for Aboriginal Academic Staff" deals with these and other barriers. It provides practical advice for negotiating equity provisions in collective agreements, which would lead to increased representation in the academy through more equitable appointment policies and proactive recruitment procedures, tenure and promotion procedures that recognize non-traditional approaches to scholarships, recognition of the additional workload often carried, and more sympathetic leave provisions to accommodate the unique relationships with extended families and communities.

Attendees at the forum were called upon to be "witnesses" — to recount the events of the forum to others. More likely, though, each of us really needs to be both a witness and an active warrior in the struggle to make our institutions more inclusive if we ever expect to embrace indigenous knowledge on our campuses. ■

LE MOT DU PRÉSIDENT

Le savoir autochtone peut enrichir nos campus

Par WAYNE PETERS

À TITRE de président de l'ACPPU, j'assiste à une foule de conférences, d'ateliers et de forums ayant pour thème les enjeux importants qui touchent l'éducation postsecondaire et son personnel académique. Ainsi, j'ai participé en novembre dernier au troisième forum organisé par l'ACPPU à l'intention du personnel académique autochtone, qui a réuni à Vancouver quelque 100 professeurs et étudiants autochtones au niveau post-secondaire.

Une cérémonie de bienvenue et en l'honneur des terres ancestrales des Salish du littoral a ouvert le forum. Elle véhiculait en filigrane un message fort : où que nous soyons, nous foulons, en simples visiteurs, la terre ancestrale de quelqu'un. À l'instant même où j'écris ces lignes, il me vient à l'esprit que ma maison à l'Île-du-Prince-Édouard

se trouve sur la terre ancestrale de la Nation Mi'kmaq, qui appelle l'Île « Epekwitk », soit « l'île bercée par les vagues ». Je vous encourage tous à vous renseigner sur les premiers habitants du lieu où vous vivez et travaillez.

Les deux grands axes du forum étaient, premièrement, la reconnaissance et la mise en valeur du savoir autochtone dans le milieu académique, et deuxièmement, les situations vécues par les professeurs autochtones relativement à l'octroi de la permanence et des promotions. Les séances plénaires et les cercles de discussion ont donné lieu à de vigoureux échanges de vues au cours desquels les participants ont fait état de leurs expériences et de leurs aspirations personnelles. J'approfondirai ici le premier axe.

Dans la première séance plénière, Maxine Matilpi, membre de la Première nation Kwakiutl à Fort

Rupert et professeure de droit à l'Université de Victoria en Colombie-Britannique, a traité de l'éducation qui se fait « sous la table ». Remontant dans le temps, elle a raconté qu'à l'âge de cinq ans, sa cousine était chargée de la mission importante de trier et de compter des boutons, assise sous la table sur laquelle sa mère, sa grand-mère, ses nombreuses tantes et d'autres femmes cousaient de magnifiques couvertures.

Ce portrait illustre l'essence même des méthodes propres aux Autochtones en matière d'enseignement, d'apprentissage et d'érudition. Le savoir autochtone fait corps avec l'esprit communautaire. Il s'acquiert et se transmet par la pratique. Il repose sur l'expérience, l'incarnation, la répétition et le plaisir, et les aînés y jouent un rôle capital. Dans l'exemple ci-dessus, chaque collaboratrice donne et obtient beaucoup dans cette œuvre collective, parti-

culièrement la petite assise sous la table.

Dans le spectre des points de vue exprimés par nos différentes communautés autochtones, le savoir n'est pas limité à la compréhension du monde physique environnant. Selon une approche holistique, il est aussi fondé sur le respect du monde métaphysique, qui est intimement lié au monde physique, et la reconnaissance de sa valeur. Cependant, un tel modèle est trop souvent perçu comme contraire aux modèles plus eurocentriques adoptés par la plupart de nos établissements actuels.

Il demeure donc extrêmement difficile d'intégrer le savoir autochtone dans un cadre académique qui n'a jamais été conçu ou pensé pour reconnaître et appuyer, ou récompenser, des approches et des points de vue de ce genre. Comment, dans ce cas, créer un milieu académique qui favorise l'épanouissement de

la conscience, de la langue et de l'identité des peuples autochtones et qui est dépouillé de tout parti pris ethnocentrique?

La réponse nous a été fournie par l'orateur suivant dans la première séance plénière du forum, Dan Longboat, un Mohawk de la bande ontarienne Six Nations of the Grand River et le directeur du programme d'études environnementales autochtones à l'Université Trent.

Pour mettre en valeur et faire avancer les fondements du savoir autochtone, il ne suffit pas de protéger le mode de vie des Premières nations. Il importe aussi de donner à ces peuples d'importants moyens d'action. Pendant trop longtemps, les Autochtones et leur savoir n'ont pas été jugés à la hauteur, manquant de crédibilité et demeurant en deçà des normes « reconnues ».

→ Voir LE SAVOIR à la page A9

COMMENT OPINIONS

COMMENTARY

NSERC's Discovery Grant Program: Disquieting Changes

By BÉLA JOÓS

NSERC's Discovery Grant Program has constituted the backbone of academic science research in Canada for decades. Traditionally, research-active faculty members were expected to hold a Discovery Grant. Discovery Grants provide the main component of graduate student support, supplemented by teaching assistantships and scholarships, most of which come from NSERC programs.

Over the last two years, the Discovery Grant Program has been changing, not only in the way in which its grants are allocated, but also in its mission statement. It all started with a perception that the high success rate of renewals could not be indicative of excellence. No rational argument could dispel that perception, not even strongly worded support from an international review launched in 2008.¹

The Discovery Grant Program provides base funding and, in Canada, often represents the only source of funding for research programs (as opposed to projects), and therefore a high success rate is to be expected in any stable system (footnote: a faculty member can only apply for one Discovery Grant; therefore a low success rate means a high attrition rate in the number of active academic researchers).

The international review praised the program. It noted the high quality of research in Canada and the relatively small variation in average publication quality as a function of grant size. In parallel to this review, the grant selection process was re-examined by a national com-



mittee to come up with a structure that would better serve an increasingly multidisciplinary approach to science.

To remove the bias of specialized Grant Selection Committees toward their core research fields, a conference model was established. Researchers submit to one of 12 discipline-based evaluation groups which set

up an evaluation committee reflecting the research area of the applicant. An oft-heard criticism of the old selection process was the strong correlation between renewal amounts and the returning applicant's previous grant amount. This has been eliminated by basing funding on scores assigned to an application for each of three evaluation criteria:

(i) excellence of the researcher, (ii) the merit of the research proposal, and (iii) achievements and plans for research training.

Each of these criteria is given one of the scores of exceptional, outstanding, excellent, very strong, strong, moderate, or insufficient. The total score, without additional input from the committee, determines the applicant's new grant. NSERC proudly showed the decorrelation through scatter-plots of new awards versus old awards. The success rate also dropped significantly, down to between 60 and 70 per cent.

The new system is not the only cause of the decline in success rate. Inadequate funding is putting a lot of pressure on the grant program. It has not received any significant influx of capital, in spite of a large growth in the number of applicants, including many Canada Research Chairs and, as of this fall, Canada Excellence Research Chair holders.

However, the drop in success rate is not the only notable change. The conversion of scores to a monetary value is not a linear function and is strongly biased towards the higher scores, leading to a large spread in grants, with a significant segment of applicants receiving significantly decreased or nil awards.² This includes most new faculty members (called "early career researchers" or ECRs) or first renewals, who are not given preferential treatment.

The surprise for the 2011 competition is the small size of the ECR grants, which presages a profound change in the way university research will be supported in Canada. The full meaning of NSERC's announce-

ment, to only fund excellent research, is only now emerging.

Although this announcement did not raise alarm initially because of the general perception among academics that research in Canada is of high caliber, it is now understood that a revolution is underway. NSERC only intends to support adequately the best, and not to provide sufficient base funding to academic research, upon which universities have grown to depend over the past few decades. The impact will be particularly acute on ECRs. Small starting grants will render it difficult for most of them to maintain excellence unless they hold other sources of funding, such as through a Canada Research Chair.

First renewals are also major losers, as the loss of funding may jeopardize their careers. The new "winner takes all" philosophy leaves no room for nurturing or recovery from interruptions in research. Contrary to many other countries, such as the U.S. and the European community, there are no internal funds to maintain baseline research activity if the NSERC Discovery Grant is cut or is insufficient.

The loss of broad-based funding will affect smaller institutions more strongly, as their faculty take on heavy teaching loads. The new situation risks dramatically changing life on university campuses. The increased competitiveness for Discovery Grants will affect collegiality by concentrating grants in the hands of a few, who will aggressively defend their research programs and minimize their involvement in teaching, administration and community service.

TRIBUNE LIBRE

L'évolution inquiétante du Programme de subventions à la découverte

Pourquoi ces changements sont importants pour la communauté scientifique.

Par BÉLA JOÓS

Le Programme de subventions à la découverte accordées par le Conseil de recherches en sciences naturelles et en génie (CRSNG) est à la base de la recherche scientifique universitaire au Canada depuis plusieurs dizaines d'années. Généralement, il était attendu des membres du corps professoral actifs en recherche qu'ils détiennent une subvention à la découverte. Les subventions à la découverte sont la principale source d'aide financière aux étudiants des cycles supérieurs com-

plémentés par les programmes d'assistantat en enseignement et les bourses d'études, les dernières provenant surtout de programmes du CRSNG.

Au cours des deux dernières années, le processus d'octroi des subventions et l'énoncé de mission du Programme de subventions à la découverte ont subi de nombreux changements. Tout a commencé par l'idée qu'un taux de renouvellement élevé ne pouvait être synonyme d'excellence. Aucun argument rationnel n'était en mesure de dissiper cette idée, ni même le grand appui exprimé par un examen international lancé en 2008.¹

Le Programme de subventions à la découverte offre un financement de base qui constitue souvent la seule source de financement pour les programmes de recherche (par

opposition aux projets) au Canada, par conséquent, un taux de réussite élevé est attendu de tout système stable. (Note : Un membre du corps professoral ne peut faire qu'une seule demande de subvention à la découverte, donc un faible taux de réussite signifie un taux d'attrition élevé du nombre de chercheurs universitaires actifs.)

L'examen international faisait l'éloge du programme¹. Il soulignait la grande qualité de la recherche effectuée au Canada et la variation relativement faible de la qualité des publications en fonction de la taille des subventions. Parallèlement le processus d'octroi des subventions a été réévalué par un comité national, afin d'élaborer une structure permettant de mieux répondre aux besoins grandissants de la science multidisciplinaire.

Pour éliminer tout parti pris au sein des comités de sélection des subventions envers leur domaine de recherche principal, un modèle de conférence a été adopté. Les chercheurs présentent leur projet à un de seulement douze groupes d'évaluation axés sur les disciplines. Ce groupe à son tour établit un comité d'évaluation reflétant le domaine de recherche du candidat. La grande corrélation entre les sommes octroyées au renouvellement et antérieurement à un candidat a souvent été critiquée lorsqu'il était question de l'ancien processus de sélection.

Cette méthode a été remplacée en calculant le financement à partir d'une cote assignée à chaque demande en fonction de trois critères d'évaluation : (i) l'excellence du chercheur; (ii) le mérite de la proposition de recherche; (iii) les réa-

lisations et les plans de formation en recherche.

Chaque critère se voit attribuer une valeur parmi les suivantes : exceptionnel, remarquable, excellent, très élevé, élevé, moyen ou insuffisant. La cote totale, sans appports supplémentaires du comité, détermine la nouvelle subvention du candidat. Le CRSNG a fièrement montré la décorrélation totale des subventions accordées grâce à des graphiques affichant la distribution des nouvelles attributions en comparaison des attributions antérieures. Le taux de réussite a également chuté de manière significative à une valeur entre 60 % et 70 %.

La situation est aggravée par le financement inadéquat du Programme de subventions à la découverte. Ce programme n'a pas reçu d'entrées

& Why They Matter to Canadian Science

These activities bring no recognition from granting agencies since they only reduce time for research. Why would a researcher risk even a drop of one point in his score when at the higher end it can result in a loss of tens of thousands of dollars?

Attempting to increase research intensity on campuses, within a system funded primarily by provincial grants based on student enrollment, puts added pressure on resources used for undergraduate studies. These are already stretched to the limit, as witnessed by growing nationwide concern about the decrease in the quality of the student experience.³

The current decline in success rate will also reduce the number of faculty members involved in graduate training, leading in turn to larger groups. Who will read all the theses written? Teach all the graduate courses? With the strong emphasis on highly-qualified personnel, and with government laboratories no longer committed to fundamental research, there are cutting-edge areas in science which may be affected, as they attract the brightest but not in large numbers.

The system favors large groups and the larger institutions. It will limit the participation of undergraduates in research, especially in smaller universities which have traditionally provided excellent undergraduate training and prepared some of our best scientists. But the biggest long-term concern is bringing young researchers into Canadian universities as faculty members. With the emphasis on stars,

there is no longer the climate to nurture new faculty members into successful researchers.

The changes in NSERC's Discovery Grant Program have their root in an ideological climate which could be discussed at length, but I will make just two points.

First, our granting councils report to the Ministry of Industry. We do not have a Ministry of Science and Technology. At the National Research Council under its president, John McDougall, only those few key areas which can clearly demonstrate a near-term potential for commercialization will be supported.⁴ Although well-meaning, this is not a science policy, but an industrial policy.⁵ By its very nature, science is an investment in the long term.

Second, the changes at NSERC, and the new programs initiated by the government suggest the new philosophy is to fund generously the super-achievers who are the most likely to produce major breakthroughs. Underlying all of this is the belief that most academic research is useless, and only the work of a few stars matter. Wayne Hocking argues strongly against such a philosophy in an opinion piece in a recent issue of Physics in Canada. He makes the point that most breakthroughs are the results of years of incremental research.⁶ Charles Townes, in describing the discovery of the laser, showed how much that discovery depended on a massive amount of research on atomic spectroscopy and the study of atomic beams, work seemingly of little commercial value.⁷

The motivation of the Canada Research Chairs and the Canada Foundation for Innovation programs inaugurated by the Liberal government of Paul Martin was to inject an overduo influx of money into academic or fundamental research and reverse the brain drain. Stephen Harper's government is following this with increasingly targeted funding at NSERC and a new class of super Canada Research Chairs, the Canada Excellence Research Chairs, who took up their faculty positions last year. These injections of capital are only good if they are not made to the detriment of core funding.

As revealed in discussions with NSERC officials at the Canadian Association of Physicists Congress last June, the Discovery Grant Program is strapped for cash and has not grown to meet the rising demands placed on it by new applications, many coming from the new research chair programs. Consequently, a large fraction of researchers are receiving less funding, if any. To aggravate matters, this year Canada Excellence Research Chair holders will also be applying to that already strained program.

It is time to rise to the defence of the Discovery Grant Program. The underfunding of the program will have a major impact on the diversity of research and the nurturing of young faculty members in Canadian universities. The Canadian Association of Physicists has recently circulated to physics department chairs speaking notes to use in lobbying their upper administration to come to the rescue of the program. Those notes give a series of

arguments as to why the program is vitally important to universities. Here is a personal summary of the three points:

(i) Effect on trainees: Lower success rates mean fewer opportunities for undergrads to experience research. This will be particularly important for smaller institutions which have been providing high-quality graduate students. The quality of training of graduate students will suffer, with fewer supervisors and larger groups. These large groups may appeal to some but may be detrimental to others. Many successful scientists think fondly of the years working closely with their supervisors.

(ii) Effect on innovation/tech transfer: Innovation cannot be forced and may appear anywhere. Inadequate core funding reduces the base of committed individuals. A broad base of sufficiently funded researchers working on fundamental problems is necessary for the emergence of new ideas.

(iii) Effect on faculty recruitment/retention: Poor funding of the majority of faculty members, and particularly of early career researchers, may lead to a new brain drain, and jeopardize the buildup of the next generation of regular faculty members dedicated to quality teaching and training future generations of Canadian scientists.

Bringing these points to university administrators should not be left exclusively to department chairs. The importance of fundamental research as an investment in our long term prosperity should be emphasized to government officials.

The Discovery Grant Program is the heart and soul of Canadian science funding, and we must all work together to ensure it provides a broad base of funding for fundamental research from which excellent science and new technologies will emerge. ■

Béla Joó is professor of physics at the University of Ottawa and editor of Physics in Canada.

The views expressed do not necessarily reflect the views or policy of the Canadian Association of Physicists or of CAUT.

REFERENCES

1. Report of the International Review Committee on the Discovery Grants Program, at www.nserc.ca, follow NSERC > Reports and Publications > Reports; and B. Joó, "Striking the right balance within NSERC's Discovery Grant Program," Physics in Canada, 65, 111 (2009), available at www.cap.ca.
2. Statistics on Discovery Grant awards available at www.nserc-crsng.gc.ca / NSERC-CRSNG / Funding Decisions-Decision Summary / DG Summary / SD Summary_eng.asp.
3. James Bradshaw, "Universities acknowledge erosion of the undergraduate experience," *Globe and Mail*, Sept. 15, 2011; and "Canadian universities must reform or perish," *Globe and Mail*, Oct. 11, 2011 (editorial).
4. Barrie McKenna, "John McDougall: Hungry for better 'return' on research," *Globe and Mail*, Aug. 5, 2011.
5. Pauline Gravel, "Un secteur négligé par les partis politiques -- Et la recherche scientifique ?" *Le Dévoir*, April 30, 2011.
6. Wayne Hocking, "In Praise of Incremental Steps and Modest Ideas," *Physics in Canada*, 67, 177 (2011), available at www.cap.ca.
7. Charles Townes, "The 50th anniversary of the laser" (Herzberg Memorial Lecture), *Physics in Canada*, 65, 250 (2010), available at www.cap.ca.

la découverte du CRSNG

importantes de capitaux, malgré l'augmentation importante du nombre de candidats, dont de nombreuses Chaires de recherche du Canada, et cet automne, des titulaires des Chaires d'excellence en recherche du Canada.

Toutefois, le déclin du taux de réussite n'est pas le seul changement notable. La conversion des résultats en valeur monétaire n'est pas une fonction linéaire et elle favorise fortement les cotés les plus élevées, conduisant à une grande disparité dans les subventions, et entraînant une diminution importante ou aucun octroi à de nombreux candidats². Cela comprend la plupart des nouveaux membres du corps professoral (appelés « chercheurs en début de carrière ») et les premiers renouvellements, à qui aucun traitement préférentiel n'est accordé.

La surprise des concours de 2011 est la petite taille des subventions pour les chercheurs en début de carrière, ce qui annonce un changement de fond sur la façon dont la recherche universitaire sera soutenue au Canada.

La signification de l'annonce du CRSNG ne finance que les recherches excellentes commence seulement à émerger. Bien que cette annonce n'ait pas soullevé l'inquiétude à l'origine, en raison de la perception générale chez les universitaires que la recherche au Canada est de haut calibre, une révolution est en cours. Le CRSNG entend seulement soutenir adéquatement les meilleurs et n'offrira pas de financement de base suffisant pour la recherche universitaire, devenue néanmoins indispensable pour les universités au cours des dernières

décennies. Les effets sont particulièrement néfastes pour les chercheurs en début de carrière. La faiblesse des subventions de départ compliquera le maintien de l'excellence chez la plupart d'entre eux, à moins qu'ils détiennent d'autres sources de financement, par exemple, par une Chaire de recherche du Canada.

Ceux qui appliquent pour leur premier renouvellement sont aussi de grands perdants, car une perte de financement peut mettre leur carrière en péril. La nouvelle philosophie voulant que « le gagnant rafle tout » ne laisse aucune place au soutien ou à la récupération après des interruptions dans la recherche. Contrairement à de nombreux autres pays, comme les États-Unis et la Communauté européenne, il n'existe pas de fonds internes pour

maintenir l'activité de recherche de base si les subventions à la découverte du CRSNG sont coupées ou si elles sont insuffisantes.

La perte d'un financement général de base touchera plus fortement les établissements plus petits dont le corps professoral a de lourdes charges d'enseignement. Cette nouvelle réalité risque de changer radicalement la vie sur les campus. L'augmentation de la concurrence pour les subventions à la découverte aura un impact sur la collégialité, en concentrant les subventions entre les mains d'un groupe élite qui défendra agressivement leurs programmes de recherche en minimisant leur participation à l'enseignement, l'administration et les services à la communauté.

Ces activités ne sont pas reconnues par les organismes subventionnaires,

qu'il s'agisse du CRSNG ou des Instituts de recherche en santé du Canada, et réduisent seulement le temps accordé à la recherche. Pourquoi un chercheur courrait-il le risque de perdre ne serait-ce qu'un point à sa cote, quand cela pourrait conduire à une baisse de financement de dizaines de milliers de dollars en haut du classement?

Toute tentative d'augmenter l'intensité de la recherche sur les campus dans un système principalement financé par des subventions provinciales axées sur le nombre d'inscriptions exerce une pression supplémentaire sur les ressources utilisées pour les études de premier cycle. Il est connu que ces ressources ont atteint leurs limites, comme en témoigne la préoccupation nationale

Voir L'ÉVOLUTION à la page A12 ➔

NEWS



Inspire.

As your students expand their horizons, Athabasca University can expand their course options. With over 800 transferable courses delivered online and at a distance, we can help bring your students one step closer to academic success.

Learn more at
explore.athabascau.ca.

Athabasca University

New Saskatchewan Legislation Permits Private Universities

From PAGE A1

Two other for-profit universities closed their doors last year. Meritus University, a subsidiary of U.S.-based education giant Apollo Group, cited low enrolment as a reason for closure of its courses offered through distance education in New Brunswick. Students at University Canada West were outraged when the Victoria-based for-profit school suddenly announced it was closing for "business reasons" after the deadline for tuition fees payment had passed in January 2011.

British Columbia student loan default rates at University Canada

West were 20 per cent in 2010, more than six times higher than the University of British Columbia (3.2 per cent) and almost five times higher than the University of Victoria (4.2 per cent).

"There is now overwhelming evidence from a decade of experience with for-profit degree-granting institutions in Canada that they undermine the provision of affordable and high-quality post-secondary education," Turk said.

"The best case for increasing access for students in Saskatchewan, as elsewhere in Canada, is to ensure adequate funding for public universities and colleges." ■

The Fall of the Faculty

From PAGE A13

grow, while funding for the core mission of teaching and learning almost always shrinks. He suggests this growth is a logical outcome. Administration will always seek to grow itself if it is staffed by people whose career path is management. This is why he feels shared governance structures cannot function under current conditions in which management and administration is no longer the province of faculty. If administration is largely self-sufficient in having the personnel and the budget to manage and administer the university, they have no motivation to take faculty concerns into account.

This is the foundation for what the author terms the all-administrative university — one in which faculty have no significant role except as contract labour who produce piece work, such as on-line courses, and then move on. If this is the goal of ever-expanding administration then there is no need for shared governance.

The author also notes strategies such as study commissions and strategic plans are largely borrowed from managerial business models. As these exercises have little to do with research, scholarship or pedagogy, their deployment by administration gives them an arena in which managerial expertise trumps the centrality of the academic core mission. While such plans pay lip service to the academic mission, their true function is the spread of hierarchical corporate models of management in which faculty take the role of workers subjugated to the will of management.

For anyone whose university has experienced a branding campaign, Ginsberg's demonstration of the importance of image polishing to the administratively focused university will be disturbingly familiar. Similarly, the use of managerial buzzwords and the overarching importance of the administrative fad of the moment as the core of a university provost's or president's address to the faculty will strike a chord.

Unfortunately, the book is marred, at times, by Ginsberg's obvious disdain and profound dislike of managers and administrators as a class. Although he goes to some length to note that he has known good managers and administrative staff, his anger about the incursion

of administrative values and practices into the academy can lead to excessive polemic. This colours two main chapters in unfortunate ways.

The first is a chapter on what Ginsberg claims is an appropriation of the academic left by administrative forces. What he then delineates is what he feels is an inappropriate expansion of identity politics and the agendas of women, people of color and sexual minorities into the world of pedagogy. This is dicey territory and the case he might make here is tainted by his annoyance about aspects of what he terms the academic left and the rule of administration. The second problematic section touches on corruption in the ranks of administrators. Unfortunately this trend, while disturbing, doesn't warrant the length of exposition and detracts from his main argument.

The next chapter on academic freedom and the history of the development of the tenure system in the U.S. is excellent and well worth a careful reading. The close ties between tenure and academic freedom and the recent assaults on tenure by administrators are empirically supported.

In the opening to the book, Ginsberg states that he intends for this book to offer a prescription against the disease of administrative bloat. In the final section he offers detailed suggestions for boards, the media, alumni and faculty as well as parents and students. His suggestions are pragmatic, including having an elected faculty member on the board of trustees, enforcing conflict of interest provisions vis-à-vis board members and the university, vigorously resisting administrative accountability measures of faculty pedagogy, and ensuring that media analysis includes administrative bloat as a factor in coverage of struggles in higher education, to name a few.

In the end, the author leaves us with the possibility that it may be too late to reverse this process in some places. He also offers hope that if we can become aware of how this is occurring we can resist the trend and maintain the core mission of the university. This book is clearly an important tool in the latter process. ■

Hans Skott-Myhre is president of Brock University Faculty Association.

NEWS ACTUALITÉS

NSCAD's Fate Remains Precarious following Release of Consultant's Report

RECENT ratification of short-term collective agreements at NSCAD University coupled with a \$2.4 million provincial bailout of the school's deficit have brought only temporary stability to the venerable but cash-strapped Nova Scotia institution.

The province came up with the money following the release of a consultant's report which calls the situation at the university "unsustainable," and blames the bulk of the deficit on a decision made by the school's former administration to proceed with construction of a waterfront campus before securing funding for the project.

The 13-page report by former deputy minister Howard Windsor calls for the bailout to hinge on the university's agreement to investigate opportunities for collaboration with other universities, and produce a viable financial plan based on consultation with stakeholders by March 31.

Alvin Comiter, president of the Faculty Union of the Nova Scotia College of Art and Design (FUNSCAD) said it's unlikely a plan encompassing meaningful consultation can be produced under such a tight deadline.

"The government is determined to have us fail in coming up with a new plan," he said. "We fear it's a set-up. We'll fail, and they will impose a merger."

A previous report submitted in September 2010 to the province had pointed to NSCAD as a university in crisis and called for merger with Dalhousie University.

Comiter says merging with Dalhousie would likely mean job losses and the end of many courses currently offered by NSCAD.



NSCAD University's modern new Port Campus overlooking the Halifax harbour. The university has until March 31 to come up with a plan satisfactory to the provincial government for staying in the black.

Daniel O'Brien, former president and vice-chancellor of New Brunswick's St. Thomas University from 1990 to 2006, has been appointed by the province to facilitate NSCAD's review of its curriculum and space usage, and to assist in assessing the potential for collaboration.

But Comiter says he's been told the facilitator has no plans to meet with faculty, despite the report's recommendation on stakeholder consultation, and its repeated assertion that NSCAD's "brand" and its unique, studio-based curricu-

lum deserve protection and have brought a "tradition of remarkable contributions to the arts and culture of the province, Canada, and beyond."

The collective agreement between FUNSCAD, representing about 115 full and part-time faculty and librarians, along with 30 technicians, and the university, was ratified just prior to the mid-December release of Windsor's report.

The 18-month agreement expires at the end of 2012, and includes concessions of a zero per cent wage in-

crease and a one-year suspension of the faculty complement clause. However, Comiter notes that FUNSCAD gained increased health benefits for part-time instructors, who make up the majority of faculty at the school.

He said FUNSCAD will continue to push for meetings with the facilitator. At 125 years, NSCAD is the oldest independent school in Canada granting fine arts degrees. ■

Version française à la page A8.

CAUT Launches Inquiry at Queen's over Course Cancellation, Reassignment

CAUT has established an ad hoc investigatory committee to examine Queen's University's treatment of history professor Michael Mason.

In late October his history class (HIST 283, *Making of the Third World*) was cancelled and the course subsequently reassigned to another faculty member after Mason was accused of racism for quotes he included in his lectures from historical documents he felt showed the

persistence of colonial attitudes in contemporary times.

Mason retired from the history department at Concordia University in 1997 and has been an adjunct professor of history at Queen's since 2000.

The members of the investigatory committee are Bernie Hammonds, associate professor of sociology and coordinator of the social justice and peace studies program at King's University College, affiliated

with the University of Western Ontario, and Johannes Wolfart, associate professor in the College of the Humanities at Carleton University.

In a letter to Queen's University principal Daniel Woolf, CAUT executive director James Turk advised the investigatory committee's terms of reference were to investigate the university's handling of complaints made against Mason in relation to his HIST 283 course last fall; to determine whether there

were any violations of substantive or procedural fairness in the investigation of Mason and subsequent actions taken as a result of that investigation; to determine whether there were breaches of or threats to Mason's academic freedom and other faculty rights; and to make any appropriate recommendations.

The investigatory committee will submit its report to CAUT later this year. ■

Une nouvelle loi de la Saskatchewan autorise l'accréditation d'universités privées

→ Suite de la PAGE A1

On se rappellera qu'en 2010 le gouvernement du Nouveau-Brunswick avait mis fin aux activités de l'université privée Lansbridge après que celle-ci eut échoué à plusieurs évaluations institutionnelles. Trois années auparavant, la Colombie-Britannique avait de son côté ordonné la fermeture de cette même université et celle du collège Kingston pour avoir promis à tort des grades, fourni des renseignements trompeurs

au gouvernement et exposé les étudiants à des risques financiers.

Deux autres universités à but lucratif ont fermé leurs portes l'an dernier. L'Université Meritus, filiale du géant américain de l'éducation Apollo Group, a invoqué le faible nombre d'inscriptions comme motif d'abandon de ses cours offerts à distance au Nouveau-Brunswick. L'établissement commercial Université Canada West basé à Victoria a soulevé l'indignation des étudiants lorsqu'il a annoncé subitement sa

fermeture pour des « raisons d'affaires » après la date limite de règlement des frais de scolarité en janvier 2011.

En Colombie-Britannique, le taux de défaut de paiement des prêts d'études à l'University Canada West s'est élevé à 20 % en 2010, un pourcentage de plus de six fois supérieur à celui de l'Université de la Colombie-Britannique (3,2 %) et de près de cinq fois supérieur à celui de l'Université de Victoria (4,2 %).

« Les expériences observées au

Canada ces dix dernières années nous apportent aujourd'hui les preuves irréfutables que les établissements à but lucratif conférant des grades entraînent la prestation de programmes d'études postsecondaires abordables et de grande qualité », souligne M. Turk.

« La meilleure façon d'accroître l'accès des étudiants de la Saskatchewan, comme ailleurs au Canada, c'est d'assurer un financement suffisant aux universités et aux collèges publics. » ■

New Contract for Med School

THE Northern Ontario School of Medicine and the union representing full-time faculty and professional librarians and professional staff at the school (Unit 1, OPSEU Local 677) voted last month to ratify a tentative agreement after nine months of negotiations.

The four-year deal, in effect from July 1, 2011 to June 30, 2015, provides for annual salary increases of 1.5% in the first two years, followed by 2% increases in the final two years.

“The agreement also contains benefit and other improvements and the union was able to turn back a number of unacceptable employer proposals, thanks to the strong support of members,” union negotiator Geoffrey Hudson said. ■

Queen's : enquête sur la réattribution d'une charge de cours

L'ACPPU a mis sur pied un comité d'enquête spécial chargé d'examiner la conduite de l'Université Queen's envers le professeur d'histoire Michael Mason.

À la fin d'octobre, l'université a annulé le cours d'histoire que ce dernier dispensait (HIST 283, *Making of the Third World*) pour le confier par la suite à un autre membre du corps professoral après que M. Mason fut accusé de racisme du fait des citations tirées de documents historiques dont il étaitayait ses cours pour illustrer la persistance des attitudes coloniales à l'époque contemporaine.

Le professeur Mason a pris sa retraite du département d'histoire de l'Université Concordia en 1997 et il occupe le poste de professeur auxiliaire d'histoire à Queen's depuis 2000.

Le comité d'enquête est composé de Bernie Hammonds, professeur agrégé de sociologie et coordonnateur du programme d'études sur la justice sociale et la paix au Collège universitaire King's affilié à l'Université de Western Ontario, et de Johannes Wolfart, professeur agrégé au Collège des sciences humaines de l'Université Carleton.

Le directeur général de l'ACPPU, James Turk, a informé dans une lettre le recteur de l'Université Queen's, Daniel Woolf, que le comité d'enquête était investi du mandat suivant : enquêter sur la façon dont l'université a traité les plaintes portées contre le professeur Mason au sujet du cours HIST 283 dont il était chargé l'automne dernier; déterminer s'il y a eu violation de l'équité en matière de fond ou de procédure au cours de l'enquête sur le professeur Mason ou dans la foulée des actions prises par suite de cette enquête; déterminer s'il y a eu atteinte ou menace d'atteinte à la liberté académique et aux autres droits académiques de M. Mason; formuler les recommandations appropriées.

Le comité soumettra son rapport à l'ACPPU plus tard au cours de l'année. ■

CALL FOR NOMINATIONS

Deadline: 24 February 2012

APPEL DES CANDIDATURES

Date limite : 24 février 2012

Awards for Excellence in Post-Secondary Education Journalism

Prix d'excellence en journalisme dans le domaine de l'enseignement post-secondaire

Recognizing the best in higher education reporting
Récompenser l'excellence dans les médias

www.caution.ca



CAUT Standing Committees

CAUT is seeking potential members for three standing committees of Council. Each of these committees has at least eight members (including the chair) and normally meets twice a year.

Position Vacancies

Academic Freedom and Tenure Committee, Two Vacancies. Members should have considerable involvement in one or more of the following areas: academic freedom, human rights and civil liberties. They must be sympathetic to and have had experience in the defence of academic freedom and tenure and they should be willing and available to dedicate considerable time between meetings to the work of the committee, including promotion of academic freedom, drafting of documents and other related activities.

Collective Bargaining and Economic Benefits Committee, Two or Three Vacancies (dependent on whether a serving member is elected chair). Members should have demonstrated experience in collective bargaining. They should be able to commit time between meetings to the work of the committee, including drafting of model clauses, development of policy statements and other related activities.

Librarians Committee, One or Two Vacancies (dependent on whether a serving member is elected chair). Members should have considerable experience and knowledge of the professional interests and academic concerns of librarians at Canadian post-secondary institutions. They ought to be aware of policy matters pertaining to academic rights and working conditions

of academic librarians. Members should be willing and available to dedicate significant time between meetings to the work of the committee, including the biennial conference planning, drafting or editing documents, responding to enquiries and other related activities.

Term of Office

The term of office for members of standing committees is normally three years, with the possibility of one renewal.

Application Procedure

If you are interested in being on one of these committees, please send a letter indicating the committee and your background relevant to that committee to: Margaret McGovern-Poté Executive Assistant to the Executive Director Canadian Association of University Teachers 2705 Queen'sview Drive Ottawa Ontario K2B 8K2

Application Deadline

February 1, 2012

Comités permanents de l'ACPPU

L'ACPPU est à la recherche de membres qui pourraient occuper des postes au sein de trois comités permanents du Conseil. Chacun de ces comités compte au moins huit membres (incluant le président ou la présidente) et entend se réunir normalement deux fois l'an.

Les postes vacants

Comité de la liberté académique et de la permanence de l'emploi, deux postes. Les candidats et candidates doivent avoir joué un rôle dans l'un ou plusieurs des domaines suivants : la liberté académique, les droits humains et les libertés civiles. Ils ou elles doivent être sympathiques à la défense de la liberté académique et de la permanence de l'emploi et avoir acquis de l'expérience dans ce domaine. Ils ou elles doivent être disponibles et prêts à consacrer beaucoup de temps aux travaux du comité entre les réunions, notamment à la promotion de la liberté académique, en rédigeant des documents et en exerçant des activités connexes.

Comité de la négociation collective et des avantages économiques, deux ou trois postes (selon qu'un membre siégeant au sein du comité est élu à la présidence). Les candidats et candidates doivent avoir une expérience confirmée dans le domaine de la négociation collective. Ils ou elles doivent pouvoir consacrer du temps aux travaux du comité entre les réunions, notamment en rédigeant des clauses modèles, en élaborant des énoncés de principes et en exerçant des activités connexes.

Comité des bibliothécaires, un ou deux postes (selon qu'un membre siégeant au sein du comité est élu à la présidence). Les candidats et candidates doivent avoir une expérience et une connaissance considérables des intérêts de la profession et des préoccupations des bibliothécaires dans les institutions canadiennes d'enseignement postsecondaire. Ils ou elles doivent connaître les questions de principe touchant les droits académiques et les conditions

de travail des bibliothécaires dans les universités et collèges. Les membres doivent également pouvoir consacrer beaucoup de temps aux travaux du comité entre les réunions, notamment en participant à l'organisation du colloque biennal, en rédigeant ou en révisant des documents, en répondant à des demandes de renseignements et en exerçant des activités connexes.

Mandat

La durée du mandat des membres des comités permanents est normalement de trois ans avec la possibilité d'un renouvellement.

Procédure de demande

Les personnes désirant siéger à l'un de ces comités sont priées de faire parvenir une lettre précisant le nom du comité qui les intéresse et décrivant l'expérience qu'elles possèdent par rapport à ce comité à : Margaret McGovern-Poté Adjointe exécutive au directeur général Association canadienne des professeurs et professeurs d'université 2705, promenade Queen'sview Ottawa (Ontario) K2B 8K2

La date limite

1er février 2012

Canadian Association of University Teachers
Association canadienne des professeurs et professeurs d'université

ACTUALITÉS

Le sort de la NSCAD demeure précaire

L'UNIVERSITÉ NSCAD a renoué, mais pour un temps seulement, avec la stabilité, grâce à la ratification récente de conventions collectives de courte durée et au financement par le gouvernement provincial du déficit de 2,4 millions de dollars de la vénérable institution de la Nouvelle-Écosse en proie à des difficultés financières.

Le gouvernement provincial est venu au secours de l'Université NSCAD après la publication du rapport d'un consultant, qui qualifie d'"insoutenable" la situation de l'établissement et attribue la responsabilité du gros déficit à la précédente administration. Celle-ci avait donné le feu vert à la construction d'un campus portuaire avant d'avoir les fonds nécessaires.

Dans son rapport de 13 pages, l'ancien sous-ministre Howard Windsor recommande de lancer le renflouement de l'Université NSCAD à la volonté de l'institution d'explorer des pistes de collaboration avec d'autres universités et de présenter, d'ici le 31 mars, un plan financier viable basé sur une consultation des parties prenantes.

Alvin Comiter, président du FUNSCAD, le syndicat des professeurs du Collège des arts et du design de la Nouvelle-Écosse, estime peu probable qu'une consultation sérieuse suivie de la présentation d'un plan soit possible dans un délai aussi serré.

« Le gouvernement est résolu à faire échouer nos efforts pour présenter un nouveau plan. Nous craignons un coup monté. Nous échouerons et le gouvernement nous imposera une fusion. »

Un rapport soumis en septembre 2010 à la province décrivait déjà l'institution comme une université en crise et réclamait sa fusion avec l'Université Dalhousie.

M. Comiter affirme qu'une fusion avec l'Université Dalhousie entraînerait probablement des pertes d'emploi.

ploi et le retrait de nombreux cours à l'Université NSCAD.

Daniel O'Brien, ex-président et recteur de l'Université St. Thomas au Nouveau-Brunswick de 1990 à 2006, a été nommé par le gouvernement pour aider l'Université NSCAD à examiner son programme d'études et l'utilisation des locaux, et à évaluer les possibilités de collaboration.

Mais d'après M. Comiter, le nouveau facilitateur ne prévoit pas de rencontrer les membres du personnel académique, malgré la recommandation à cet effet dans le rapport, et même s'il répète que l'"image de marque" de l'Université NSCAD et son programme d'études unique axé sur le travail en atelier méritent d'être protégés, car ils ont permis depuis nombre d'années des « contributions remarquables aux arts et à la culture de la province, du Canada et d'ailleurs ».

La convention collective conclue entre le FUNSCAD qui représente quelque 115 professeurs et bibliothécaires à temps plein et à temps partiel, et 30 techniciens et l'Université a été ratifiée juste avant la diffusion, à la mi-décembre, du rapport Windsor.

La convention de 18 mois expire à la fin de 2012. Les syndiqués ont renoncé à une augmentation de salaire et consenti à une suspension d'un an de la clause sur le corps professoral. M. Comiter indique toutefois que le FUNSCAD a obtenu une augmentation des prestations de maladie pour les enseignants à temps partiel, qui constituent l'essentiel de l'effectif professoral.

Il a soutenu que FUNSCAD maintiendra ses pressions pour obtenir des rencontres avec le facilitateur. Crée il y a 125 ans, l'Université NSCAD est le plus vieil établissement d'enseignement des beaux-arts indépendant au Canada. ■

English on page A7.

Never Before Have CAUT Members Had Such Power!

SIT BACK AND LET CANADA'S LEADING LENDERS COMPETE FOR THE OPPORTUNITY TO FUND YOUR MORTGAGE.

MORTGAGE RATES*		
Variable	2.85	
1 year	2.84	
2 year	2.69	
3 year	2.99	
5 year	3.25	
7 year	3.89	
10 year	4.39	

*Mortgage rates as of January 11/2012.
Rates are subject to change without notice.
Variable rate for initial 3 months.
All other rates are closed.

1-888-216-7770
ext. 227

Fax: 1-888-216-7771
jillcraig@bellnet.ca



FSCO # 10202
AN INDEPENDENTLY OWNED AND OPERATED FRANCHISE

APPLY ONLINE: www.caution.ca/metrocity

NEWS ACTUALITÉS

Nouvelle directrice générale adjointe

NSE Ufot entrera en fonction à l'ACPPU à titre de nouvelle directrice générale adjointe au cours du prochain mois. Elle succédera ainsi à Michael Piva, qui a pris sa retraite en octobre dernier après avoir travaillé cinq ans à l'Association.

Mme Ufot est actuellement agente des relations avec le gouvernement au sein de l'American Association of University Professors (AAUP). Elle y est lobbyiste principale et coordonne les activités de mobilisation des membres sur les lois et les règlements qui influent sur l'enseignement supérieur et le droit du travail.

Avant de se joindre à l'AAUP, elle a été directrice régionale du Service Employees International Union et a représenté le personnel auprès de l'American Federation of

State, County and Municipal Employees, qui compte près de deux millions de membres. Elle possède une vaste expérience des négociations collectives, de l'arbitrage des griefs, de la syndicalisation et des cotisations.

Mme Ufot est née au Nigéria, a étudié en France et a obtenu un baccalauréat ès sciences du Georgia Institute of Technology. Elle est également titulaire d'un juris doctor de l'University of Law School of Law, où elle a obtenu des bourses pour ses résultats et ses performances exceptionnelles dans ses études sur les races et le racisme et le droit américain, ainsi qu'en droit international. Mme Ufot parle couramment l'anglais et le français. ■

English on page A10.

Le savoir autochtone peut enrichir nos campus

► Suite de la PAGE A3

Dan prétend qu'il faut transformer entièrement notre façon de penser pour que le savoir autochtone soit vu comme une force vive, une source riche en enseignements et en apprentissages. Il estime que, pour faciliter cette transformation, l'enseignement du savoir autochtone ne doit pas être réservé aux étudiants autochtones, mais s'étendre à tous les étudiants.

La stratégie la plus efficace pour amener le milieu académique à s'ouvrir au savoir autochtone consiste à montrer la contribution que l'épistémologie autochtone peut y apporter dans la réalité. Le virage est fondamental : au lieu de bâtrir un programme d'études sur le savoir autochtone, on intègre la perspective autochtone à tous les programmes d'études. Dans cette optique, le savoir autochtone cesse d'être une « chose » pour devenir un « processus ». La réflexion ne porte plus sur l'importance de l'éducation postsecondaire pour faire avancer les intérêts des communautés autochtones, mais sur les réalisations des peuples autochtones qui sont jugées essentielles au développement du milieu académique.

À l'évidence, les membres autochtones du personnel académique de nos campus se heurtent à des obstacles majeurs en matière d'inclusion et d'équité. De ce fait, ils ne peuvent participer pleinement à la vie académique ni constituer la masse critique nécessaire à l'application de la stratégie préconisée. Le forum de Vancouver ne pouvait assurément passer ces obstacles sous silence.

On a notamment dénoncé la non-reconnaissance des liens uniques qui existent entre les universitaires autochtones et leurs familles élargies ainsi que leurs communautés. Les universitaires autochtones ne mettent pas ces liens au vestiaire à leur arrivée sur le campus, puisque ceux-ci font partie intégrante d'eux-mêmes. Tout le travail accompli par un universitaire autochtone dans le milieu académique doit donc avoir un écho dans sa communauté. Cependant, un tel travail est généralement considéré comme un service, et non

comme la recherche appliquée ou l'activité professionnelle qu'il est en réalité. Le refus d'accepter les méthodes non traditionnelles en matière d'éducation demeure l'un des plus grands freins à l'équité.

Les surcharges de travail découlant de la sous-représentation des Autochtones dans le personnel académique constituent un autre obstacle. Soucieux de promouvoir l'inclusion, nos établissements attendent souvent des universitaires autochtones qu'ils siégent à un nombre disproportionné de comités pour présenter les points de vue des communautés autochtones. De même, les professeurs autochtones prennent généralement sous leur aile un plus grand nombre d'étudiants que leurs confrères non autochtones, en réponse aux demandes d'accompagnement permanent des étudiants autochtones.

Le numéro de *L'Actualité en négociation de l'ACPPU* intitulé « La négociation de l'inclusion des membres autochtones du personnel académique » est consacré à ces obstacles et à d'autres. On y trouve des conseils pratiques pour négocier l'incorporation de dispositions touchant l'équité dans les conventions collectives, de manière à accroître la représentation des Autochtones dans le corps professoral et en adoptant des politiques de nomination plus équitables et des procédures de recrutement proactive, en instaurant des méthodes d'octroi de la permanence et des promotions plus équitables qui tiennent compte des approches non traditionnelles des Autochtones, en reconnaissant les charges de travail souvent plus lourdes et en prévoyant plus de congés de recours pour refléter les liens uniques des Autochtones avec leurs familles élargies et leurs communautés.

Les participants ont été invités à témoigner des activités qui se sont déroulées pendant le forum. Toutefois, il est vraiment primordial que chacun de nous soit à la fois témoin de la lutte engagée pour que tous trouvent leur place dans nos établissements et un acteur énergique dans cette lutte. L'enjeu : l'ouverture de nos campus au savoir autochtone. ■

Les participants ont été invités à témoigner des activités qui se sont déroulées pendant le forum. Toutefois, il est vraiment primordial que chacun de nous soit à la fois témoin de la lutte engagée pour que tous trouvent leur place dans nos établissements et un acteur énergique dans cette lutte. L'enjeu : l'ouverture de nos campus au savoir autochtone. ■

Nova Scotia Universities Face Back-to-Back Budget Cuts

The province's 11 universities will get 3% less money than they received for this academic year.

Nova Scotia marches to its own tune as the only province in the country to decrease base funding for post-secondary education in recent years.

After reducing the annual operating grant by four per cent in the April 2011 provincial budget, the government has now announced a new deal for Nova Scotia universities that includes a further reduction of 3.1 per cent for the coming school year.

The Council of Nova Scotia University Presidents said the 2012-2013 cut to the system announced Jan. 5 in a three-year memorandum of understanding translates into about \$33 million when inflation is taken into account. Base funding for the province's 11 universities is \$324 million for 2012-2013.

Marilyn More, the provincial Minister of Advanced Education, said in a press release the cuts in funding are necessary to ensure "we all live within our means."

Over the life of the agreement, universities will also be able to compete for funding under a newly-created Excellence and Innovation Program on the basis of showing operating cost reductions through new efficiencies.

Faculty and students unanimously condemned the province's scorched earth approach to higher education.



PHOTO: N.S. SHUTTERSTOCK.COM

"Rather than pursuing a prudent and proven strategy of investing in post-secondary education as other Canadian provinces are doing to weather uncertain economic times, the government's cost-cutting measures only serve to undermine further the quality and accessibility of post-secondary education in Nova Scotia," said Chris Ferns, the president of the Association of Nova Scotia University Teachers.

Ferns said he's also concerned the memorandum allows annual tuition increases of three per cent for in-province students. Tuition fees for students in medicine, dentistry, and law are deregulated as are fees for international students.

Maxime Audet, chair of the Nova Scotia chapter of the Canadian Federation of Students, said the

announcement will see students suffer.

"Tuition fee increases coupled with reductions in government funding means students in Nova Scotia will be paying more and getting less," she said.

The memorandum also provides for "a review of tuition-related policies," including the possibility of deregulating tuition for out-of-province students.

"Students from other provinces currently pay \$1,000 more than students from Nova Scotia to attend university in the province," Audet added.

According to Statistics Canada, average undergraduate tuition fees in Nova Scotia are \$5,731, and one of the highest among the provinces. ■

Les universités de la Nouvelle-Écosse confrontées à des coupes budgétaires

La Nouvelle-Écosse se singularise comme étant la seule province au pays à avoir pratiqué, ces dernières années, des coupes dans le financement de base de l'éducation postsecondaire.

Après avoir réduit de 4 %, dans son budget d'avril 2011, la subvention de fonctionnement qu'il verse chaque année, le gouvernement vient d'annoncer une nouvelle entente avec les universités de la province prévoyant une autre réduction de 3.1 % pour la prochaine année scolaire.

Selon le conseil des recteurs d'université de la Nouvelle-Écosse (CONSUP), les coupes pour 2012-2013 annoncées le 5 janvier dans un protocole d'entente de trois ans représentent une suppression d'environ 33 millions de dollars une fois l'inflation prise en compte. Le financement de base accordé aux 11 universités néo-écossaises s'établit à 324 millions de dollars pour 2012-2013.

Dans un communiqué de presse, la ministre provinciale responsable de l'enseignement postsecondaire, Marilyn More, affirme que la compression du financement s'impose pour faire en sorte que « nous vivions tous selon nos moyens ». ■

Tout au long de la durée de l'entente, les universités pourront se faire concurrence pour obtenir des subventions en vertu d'un nouveau programme d'excellence et d'innovation, selon qu'elles seront en mesure de diminuer effectivement leurs coûts de fonctionnement en réalisant de nouveaux gains d'efficience.

Les membres du personnel académique et les étudiants ont condamné à l'unanimité l'approche de la terre brûlée adoptée par le gouvernement provincial à l'endroit de l'éducation supérieure.

« Au lieu de poursuivre une stratégie d'investissement prudente et avérée dans le secteur de l'éducation postsecondaire comme le font actuellement les autres provinces pour surmonter une période d'incertitude économique, le gouvernement prend des mesures de réduction des coûts qui ne font que saper davantage la qualité de l'éducation postsecondaire en Nouvelle-Écosse et en restreindre plus l'accès », déplore le président de l'association des professeurs d'université de la Nouvelle-Écosse (ANSUT), Chris Ferns.

Ce dernier se dit d'autant plus inquiet que l'entente permet d'augmenter de 3 % chaque année les droits de scolarité exigés des étudiants

néo-écossais. Les frais imposés aux étudiants en médecine, en dentisterie et en droit sont déréglés tout comme le sont les frais réclamés aux étudiants étrangers.

La présidente de la section de la Nouvelle-Écosse de la Fédération canadienne des étudiantes et étudiants, Maxime Audet, estime pour sa part que les étudiants souffriront des conséquences de cette annonce. « Les hausses de frais de scolarité associées aux réductions du financement public ne peuvent signifier qu'une chose : les étudiants de la Nouvelle-Écosse seront contraints de payer plus et d'obtenir moins. »

Le protocole d'entente prévoit également un examen des politiques des frais de scolarité, sans compter la déréglement possible des frais pour les étudiants provenant des autres provinces qui, comme le souligne Mme Audet, doivent débourser actuellement 1 000 \$ de plus que les étudiants néo-écossais qui fréquentent l'université dans cette province.

D'après les données de Statistique Canada, les étudiants inscrits à un programme de premier cycle en Nouvelle-Écosse paient en moyenne 5 731 \$ en frais de scolarité, soit l'un des montants les plus élevés parmi les provinces. ■

CAUT Executive Committee

Nominations are being sought for election to the CAUT Executive Committee. Individual affiliated members and associate members of CAUT are entitled to run for any vacant position and to make nominations. Nominations of members of marginalized groups are encouraged. Elections will take place at the CAUT Council meeting in Ottawa in April 2012.

Position Vacancies

President. Responsible for guiding the affairs of the association between meetings of Council and for ensuring that policies approved by Council are implemented. A nominee for the position of president should have considerable experience in academic staff association affairs at the local level.

Vice-President. Responsible for assisting the president with his or her responsibilities and undertaking other duties as decided by the executive committee.

Treasurer. Responsible for the preparation of draft budgets and financial statements and for ensuring that proper controls remain in place to ensure the financial integrity of the association.

Chair, Collective Bargaining and Economic Benefits Committee. Responsible for chairing the committee and undertaking other duties as decided by the officers and the executive committee. A nominee for the position of chair should have considerable experience in collective bargaining and shall normally have served at least one year on the committee.

Chair, Librarians Committee. Responsible for chairing the committee and undertaking other duties as decided by the officers and the executive committee. A nominee for the position of chair should have considerable experience representing the interests of librarians, have knowledge of relevant policy matters and shall normally have served at least one year on the committee.

Member-at-Large, Aboriginal Academic Staff. Responsible for undertaking duties as decided by the officers and the executive committee, and will serve as the executive liaison to the Aboriginal Post-Secondary Education Working Group.

Member-at-Large, Francophones. Responsible for undertaking duties as decided by the officers and the executive committee, and will serve as the executive liaison to the Francophones Committee.

Comité de direction de l'ACPPU

Nous sollicitons des candidatures à des postes au sein du Comité de direction de l'ACPPU. Les membres affiliés individuels et les membres associés de l'ACPPU ont le droit de se présenter comme candidat ou candidat et de soumettre des candidatures. Nous serons heureux de recevoir des mises en candidature de membres de groupes marginalisés. Les élections se tiendront à l'occasion de l'assemblée du Conseil qui aura lieu à Ottawa en avril 2012.

Les postes vacants

La présidence. La personne élue est responsable de la direction des affaires de l'association entre les assemblées du Conseil et elle s'assure que les directives approuvées par le Conseil sont mises en œuvre. Les candidates et candidats à la présidence doivent avoir une expérience considérable en matière d'associations de personnel académique à l'échelle locale.

La vice-présidence. La personne élue aide la présidente ou le président à s'acquitter de ses responsabilités et à entreprendre d'autres tâches définies par le Comité de direction.

La trésorerie. La personne élue est responsable de la préparation des projets de budgets et d'états financiers. Elle veille à la bonne gestion des affaires pour assurer l'intégrité financière de l'association.

La présidence du Comité de la négociation collective et des avantages économiques. La ou la titulaire doit présider le comité et entreprendre d'autres tâches définies par les dirigeants et le Comité de direction. Les candidates et candidats à ce poste doivent avoir une expérience considérable en négociation collective et doivent normalement avoir siégé depuis au moins un an au sein du comité.

La présidence du Comité des bibliothécaires. La ou le titulaire doit présider le comité et entreprendre d'autres tâches définies par les dirigeants et le Comité de direction. Les candidates et candidats à ce poste doivent avoir une expérience considérable dans la représentation des intérêts des bibliothécaires, une connaissance des questions relatives aux politiques, et doivent normalement avoir siégé depuis au moins un an au sein du comité.

Membre ordinaire représentant le personnel autochtone. La ou le titulaire doit exercer les fonctions définies par les dirigeants et le Comité de direction, et assurer la liaison entre le Comité de direction et le Groupe de travail sur l'éducation post-secondaire des Autochtones.

Membre ordinaire représentant les francophones. La ou le titulaire doit exercer les fonctions définies par les dirigeants et le Comité de direction, et assurer la liaison entre le Comité de direction et le Comité francophones.

Canadian Association of University Teachers
Association canadienne des professeures et professeurs d'université

Two Members-at-Large. Responsible for undertaking duties as decided by the officers and the executive committee.

Term of Office

The term of office of the president, vice-president and executive committee members-at-large is one year. The term of office of the treasurer and committee chairs is two years.

Nomination Procedure

Nominations should be sent to:

Ted Montgomery
Chair, Elections and Resolutions Committee
Canadian Association of University Teachers
2705 Queen'sview Drive
Ottawa Ontario K2B 8K2
Fax: (613) 820-7244

Nominators should include:

- (1) a letter of nomination;
- (2) a brief statement of why the nominator feels the nominee is qualified to serve;
- (3) the agreement of the nominee to serve if elected;
- (4) a completed copy of the standard information form available at www.cauc.ca/uploads/sif.pdf

Nomination Deadline

March 1, 2012

www.cauc.ca

For information on release time please visit www.cauc.ca and click on Administrative Procedures & Guidelines under CAUT Policies.

NEWS

New Assistant Executive Director for CAUT

CAUT has hired Nsé Ufot as an assistant executive director.

The appointment takes effect next month. Nsé succeeds Michael Piva, who retired from CAUT after five years in October 2011.

Nsé is currently government relations officer for the American Association of University Professors, where she is senior lobbyist and coordinates initiatives for mobilizing members about legislation and regulations that impact higher education and labour law.

Prior to her post at AAUP, she was regional director for the Service Employees International Union and a staff representative with the almost two-million member American Federation of State, County and Municipal Employees. She has extensive experience in collective bargaining, grievance handling, organizing and coalition work.

Nsé was born in Nigeria, studied in France, received a BSc at the Georgia Institute of Technology and a Juris Doctor from the University of Dayton School of Law, where she



Nsé Ufot

received awards for the highest grade of overall achievement and best performance annually in Race/Racism and the American Law as well as for the highest grade of overall achievement and best performance annually in International Law. Nsé is fluent in French and English. ■

Version française à la page A9.

Over Ten Million Served

From PAGE A13

in the tenure-track and tenured context. This in itself is uncontroversial, but the problems begin when one realizes the relative weight or merit accorded to each varies greatly among institutions, and that the definition, scope and evaluation of what counts as service vary greatly as well.

Most Canadian universities do have some provisions in place (some more specific than others), to recognize service formally as part of how faculty members' academic performance is evaluated. I am employed at a mid-size university with a collective agreement according to which the criteria for tenure and promotion are based on six articles, three of which acknowledge various types of service as valid markers of an academic profile.

In addition to quality and effectiveness of teaching, academic credentials and quality and significance of scholarship, the three articles referring to service as a criterion for tenure and promotion list the following kinds of service: service on committees within the university; other contributions to the university, including participation in its effective operation through academic advising, supervision of students, service as chairperson, director of division or program coordinator, and performance of other functions which have been traditionally accepted as part of the collegial character of the university; as well as other contributions to the professional field and the wider community where the faculty member may be called

upon to utilize aspects of her/his expertise.

Our collective agreement stipulates that outstanding service may be used as the main criterion on the basis of which a faculty member can be granted full professorship (this appears as a rarity even in the Canadian context). This is surely a step in the right direction, although thus far, no one at my institution has been awarded a full professorship under this clause. There's a lot of work yet to be done to achieve equity in Canadian academic contexts.

Even though it is focused on universities and colleges in the U.S., *Over Ten Million Served* exposes academic service as an undervalued aspect of academic work in a comprehensive, if not systematic way, and so has much to offer to how we see and "do" service in Canada. The examination of academic service as a form of feminized labour, and the real impact this perception has on the lives of many women and racial, ethnic and sexual minorities in academia is also a sufficient recommendation.

Finally, while the book shies away from issuing an explicit call for change due to the apparent complexity of the issues involved, its existence brings into focus the need to engage more closely and systematically with the definitions and evaluation of service across different institutions and thus move toward more equitable ways of incorporating it into the academic profile. ■

Tatjana Takševa is associate professor of English at Saint Mary's University.



All Out!

WEDNESDAY

FEBRUARY 1

EDUCATION IS A RIGHT.ca

REDUCE TUITION FEES • DROP STUDENT DEBT

• INCREASE EDUCATION FUNDING

National Day of Action

**The facts. The context. The future.
The meaning of academic freedom in Canada.**

NO DEBATE.

**the Israel lobby and free speech
at Canadian universities**

In 2009, when Israel lobby organizations made concerted efforts to block a planned conference on statehood for Israel and Palestine at Toronto's York University, and persuaded the Harper government to interfere, CAUT made public the issue of the government's involvement. In the end, the conference was held as planned.

No Debate is the report of an investigation by author **Jon Thompson** into the conference at York University. He establishes the facts of the case, provides a context for understanding it, and explores the meaning of academic freedom. He also proposes measures by which universities, colleges and academic staff can better safeguard their ability to discuss and debate ideas.

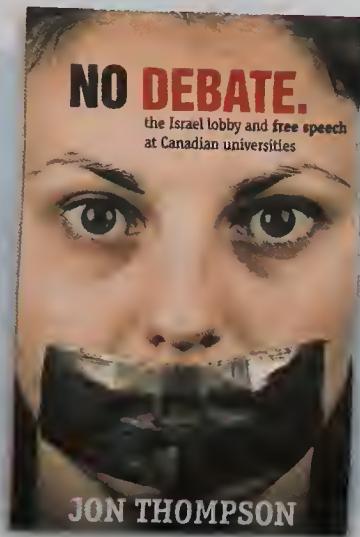
**The New CAUT Series Title
In paperback or ebook**

\$22.95 / \$16.95

By Jon Thompson

Published by James Lorimer & Company Ltd.

ISBN 10 1-55277-656-5 / ISBN 13 978-1-55277-656-8



**To order contact Formac Distributing
1-800-565-1975 / orderdesk@formac.ca
www.lorimer.ca**



CAUT Webinar Series 2012

SERIES ONE Intellectual Property

WEDNESDAYS, 12:30 pm EST, starting January 18

- 1) Intellectual Property: The Basics (January 18)
- 2) Intellectual Property: Collective Agreement Language (January 25)
- 3) Copyright: The Public Policy Battleground (February 1)
- 4) Fair Dealing (February 8)



Paul Jones
Policy & Education Officer



Angela Regnier
Communications Officer

SERIES TWO Collective Bargaining Bringing Pensions to the Table

FRIDAYS, 12:30 pm EST, starting January 20

- 1) Introduction to Pension Issues (January 20)
- 2) Pensions & Total Compensation (January 27)
- 3) What Do We Negotiate (February 3)



Neil Tudiver
Assistant Executive Director



Robert Ramsay
Professional Officer

SERIES THREE Health and Safety

TUESDAYS, 12:30 pm EST, starting January 24

- 1) Terms of Reference for Joint Health & Safety Committees (January 24)
- 2) Recruiting & Retaining JHSC Members (January 31)
- 3) Relationship of JHSC Members to their Associations (February 7)
- 4) Investigations of Critical Accidents & Injuries (February 14)



Laura Lozanski
Health & Safety Officer



Angela Regnier
Communications Officer

SERIES FOUR Finance and Administration

FRIDAYS, 12:30 pm EST, starting February 10

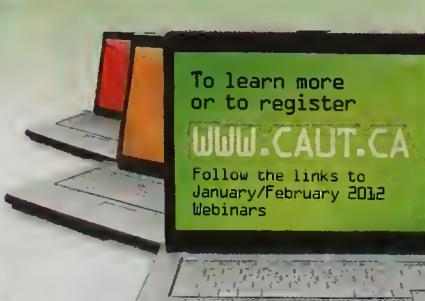
- 1) Fiduciary Responsibilities for Association Treasurers (February 10)
- 2) CAUT Fees: The Mystery Revealed (February 17)
- 3) Employee Assistance Program for Association Staff (February 24)



Gordon Plché
Associate Executive Director



Deborah Belsher
Financial Officer



To learn more or to register
www.CAUT.ca

Follow the links to January/February 2012 Webinars

CAUT
Canadian Association of University Teachers

Webinar sessions are in English and last 30 minutes.
Please direct any questions and/or comments to **Robert Ramsay** (ramsay@caut.ca) or **Angela Regnier** (regnier@caut.ca).

TRIBUNE LIBRE

L'évolution inquiétante du Programme de subventions à la découverte du CRSNG

→ Suite de la PAGE A5

croissante sur la diminution de la qualité de l'expérience étudiante³.

La baisse actuelle du taux de réussite réduira le nombre de membres du corps professoral participant à la formation supérieure, et favorisera l'augmentation de la taille des groupes de recherche. Qui tirera toutes les thèses rédigées? Qui donnera tous les cours de niveau supérieur? Maintenant que la formation du personnel hautement qualifié est une si haute priorité dans le Programme de subventions à la découverte et que la recherche fondamentale n'est plus centrale au mandat des laboratoires gouvernementaux, de nombreux domaines de pointe de la science pourraient être touchés, car bien qu'ils attirent les étudiants les plus brillants, ils ne les attirent pas en grand nombre.

Le système favorise les grands groupes et les grands établissements. Il limite la participation des étudiants du premier cycle à la recherche, en particulier dans les petites universités qui offrent traditionnellement une excellente formation de premier cycle et qui préparent certains de nos meilleurs scientifiques. Mais la plus grande préoccupation à long terme concerne le recrutement des jeunes chercheurs dans les universités canadiennes en tant que membres du corps professoral. Avec l'accent placé sur les étoiles, il n'y a pas le soutien nécessaire pour permettre aux nouveaux membres du corps professoral de devenir des chercheurs accomplis.

Les changements au sein du Programme de subventions à la découverte du CRSNG tirent leur origine d'un climat idéologique qui pourrait faire l'objet d'un examen en profondeur. Cependant, dans ce commentaire, je mettrai de l'avant seulement deux arguments.

D'abord, nos organismes subventionnaires rendent compte au ministère de l'Industrie. Nous n'avons pas de ministère des Sciences et des Technologies. Au Conseil national de recherches, sous la présidence de John McDougall, seuls les quelques domaines dès pouvant clairement démontrer leur potentiel de commercialisation à court terme seront pris en charge⁴. Même si les intentions sont bonnes, il n'y a pas d'une politique scientifique, mais bien d'une politique industrielle⁵. Par sa nature même, la science est un investissement à long terme.

Ensuite, les changements au sein du CRSNG et les nouveaux programmes lancés par le gouvernement suggèrent que la nouvelle philosophie consiste à financer généralement les personnes « surperformantes » qui sont les plus susceptibles de produire des percées majeures. À la base de cette philosophie est la croyance que la plupart des recherches universitaires sont inutiles, et que seule la recherche de quelques étoiles est significative. Wayne Hocking milite fortement contre une telle philosophie dans un article d'opinion récent publié dans *La Physique au Canada*⁶. Il indique que la plupart des avancées sont le résultat d'années de recherches progressives. En discutant la découverte du laser, Charles Townes démontre à quel point cette découverte dépend d'une quantité

Le sous-financement du programme aura des répercussions sur la diversité de la recherche et sur le soutien des jeunes professeurs.

phénoménale de recherches sur la spectroscopie atomique et sur l'étude des faisceaux atomiques, des sujets ayant en soi peu de valeur commerciale⁷.

La motivation du programme des Chaires de recherche du Canada et des programmes de la Fondation canadienne pour l'innovation sous le gouvernement libéral de Paul Martin consistait à rattraper le retard, en injectant des fonds dans la recherche universitaire ou fondamentale et de renverser l'exode des cerveaux. Le gouvernement de Stephen Harper donne suite à cette initiative avec des fonds plus ciblés au CRSNG et une nouvelle catégorie de super Chaires de recherche du Canada, les Chaires d'excellence en recherche du Canada (CERC), qui ont obtenu leur poste de professeur au cours de la dernière année. Ces injections de capitaux sont positives lorsqu'elles ne sont pas réalisées au détriment du financement de base.

Comme les discussions avec les représentants du CRSNG lors du Congrès de l'Association canadienne des physicien(ne)s, en juin dernier l'ont révélé, le Programme de subventions à la découverte est à court d'argent et son budget n'a pas été augmenté pour répondre à la demande croissante qui comprend les nombreuses demandes provenant des nouveaux programmes de chaire de recherche. Par conséquent, une fraction importante des chercheurs reçoivent moins de financement, s'ils en reçoivent du tout. Pour aggraver les choses, cette année, les titulaires de Chaires d'excellence en recherche du Canada seront également admissibles à ce programme.

Il est donc temps de passer à la défense du Programme de subventions à la découverte. Le sous-financement du programme aura des répercussions importantes sur la diversité de la recherche et sur le soutien des jeunes professeurs dans les universités canadiennes. L'Association canadienne des physicien(ne)s a récemment distribué aux directeurs de départements de physique des notes d'allocation pour faire pression sur leur administration supérieure afin de venir à la rescoude du Programme de subventions à la découverte. Ces notes fournissent une série d'arguments expliquant l'importance vitale du programme pour les universités. Voici un résumé personnel des trois arguments :

1. Effets sur la relève : Des taux de réussite inférieurs réduisent les possibilités de recherche pour les étudiants du premier cycle. Cela affectera particulièrement les petits établissements qui produisent des diplômes de qualité. La qualité de la formation des diplômés souffrira de la réduction du nombre de superviseurs et de plus grands groupes.
2. Pour les statistiques complètes sur l'attribution des subventions à la découverte consultez www.nserc-crsng.gc.ca > Reports and publications > Reports; et B. Joós, « Atteindre le juste équilibre au sein du programme de subventions à la découverte du CRSNG », *La Physique au Canada*, 65, 111 (2009), disponible au www.acpp.ca.
3. James Bradshaw, "Universities acknowledge erosion of the undergraduate experience," *Globe and Mail*, 5 septembre 2011 (première page), et "Canadian universities must reform or perish," *Globe and Mail*, 11 octobre 2011 (édition).
4. Barrie McKenna, "John McDougall: Hungry for better 'return' on research," *Globe and Mail*, 5 août 2011.
5. Pauline Gravel, « Un secteur négligé par les partis politiques — Et la recherche scientifique? », *Le Devoir*, 30 avril 2011.
6. Wayne Hocking, "In Praise of Incremental Steps and Modest Ideas," *La Physique au Canada*, 67, 177 (2011), disponible au www.acpp.ca.
7. Charles Townes, "The 50th anniversary of the laser" (Herzberg Memorial Lecture), *La Physique au Canada*, 66, 250 (2010), disponible au www.acpp.ca.

Ces grands groupes peuvent être attrayants pour certains, mais ils peuvent aussi nuire à d'autres. De nombreux scientifiques se rappellent avec émotion les années où ils travaillaient en étroite collaboration avec leurs superviseurs.

(ii) Effet sur l'innovation ou sur le transfert de la technologie : L'innovation ne peut être forcée et elle peut se produire n'importe où. L'insuffisance de financement de base réduit le nombre d'individus engagés. Un grand nombre de chercheurs financés suffisamment et travaillant sur des problèmes fondamentaux est nécessaire pour qu'émergent de nouvelles idées.

(iii) Effet sur le recrutement et sur la rétention des professeurs : Un financement faible de la majorité des membres du corps professoral, en particulier des chercheurs en début de carrière, pourrait entraîner un nouvel exode des cerveaux et compromettre la rétention de la prochaine génération de membres réguliers du corps professoral dévoués à l'enseignement et fournissant une formation de qualité aux générations de chercheurs canadiens à venir.

La présentation de ces arguments à la haute direction ne doit pas être laissée aux seuls directeurs de départements. L'importance de la recherche fondamentale comme investissement dans notre prospérité à long terme devrait être soulignée à gros traits aux représentants gouvernementaux. Le Programme de subventions à la découverte est le cœur même et l'âme du financement de la science au Canada, et nous devons tous travailler ensemble pour nous assurer qu'il fournit un financement adéquat à la recherche fondamentale d'où émergeront l'excellence scientifique et de nouvelles technologies. ■

Béla Joós est professeur de physique à l'Université d'Ottawa et rédacteur en chef de *La Physique au Canada*.

Les opinions exprimées ci-dessus, ne représentent pas nécessairement les opinions et les politiques de l'Association canadienne des physiciens et physiciennes ni celles de l'ACPPU.

RÉFÉRENCES

1. Rapport du comité d'examen international du programme de subventions à la découverte, www.nserc-crsng.gc.ca, cliquez sur les liens CRSNG > Reports and publications > Rapports; et B. Joós, « Atteindre le juste équilibre au sein du programme de subventions à la découverte du CRSNG », *La Physique au Canada*, 65, 111 (2009), disponible au www.acpp.ca.
2. Pour les statistiques complètes sur l'attribution des subventions à la découverte consultez www.nserc-crsng.gc.ca > Reports and publications > Reports; et B. Joós, « Atteindre le juste équilibre au sein du programme de subventions à la découverte du CRSNG », *La Physique au Canada*, 65, 111 (2009), disponible au www.acpp.ca.
3. James Bradshaw, "Universities acknowledge erosion of the undergraduate experience," *Globe and Mail*, 5 septembre 2011 (première page), et "Canadian universities must reform or perish," *Globe and Mail*, 11 octobre 2011 (édition).
4. Barrie McKenna, "John McDougall: Hungry for better 'return' on research," *Globe and Mail*, 5 août 2011.
5. Pauline Gravel, « Un secteur négligé par les partis politiques — Et la recherche scientifique? », *Le Devoir*, 30 avril 2011.
6. Wayne Hocking, "In Praise of Incremental Steps and Modest Ideas," *La Physique au Canada*, 67, 177 (2011), disponible au www.acpp.ca.
7. Charles Townes, "The 50th anniversary of the laser" (Herzberg Memorial Lecture), *La Physique au Canada*, 66, 250 (2010), disponible au www.acpp.ca.

CAREERS CARRIÈRES

Career Opportunity at the Northern Ontario School of Medicine

Division Head Medical Sciences

The Northern Ontario School of Medicine invites exceptional candidates to apply for the position of Division Head, Medical Sciences to be located at the Thunder Bay or Sudbury campus. The position commences July 1, 2012

The Northern Ontario School of Medicine (NOSM) is the first medical school to open in Canada in over 35 years. Since its official opening in 2005, the School has developed and delivered a distinctive model of distributed, community-engaged, and socially accountable medical education and research. NOSM has campuses at Lakehead University in Thunder Bay and Laurentian University in Sudbury, with teaching and research sites across Northern Ontario. NOSM is attracting attention from around the world for its innovative model. In just five years, NOSM has become a world leader in community-engaged medical education and research, while staying true to its social accountability mandate of contributing to improving the health of the people and communities of Northern Ontario. The Medical Sciences Division at the Northern Ontario School of Medicine is one of three faculty Divisions, and is the organizational unit for research and teaching in the medical sciences. The Division includes faculty with expertise in anatomy, physiology, pathology, neuroscience, pharmacology, biochemistry, clinical chemistry, molecular biology, cell biology, medical microbiology, immunology, genetics, haematology, and biophysics.

Responsibilities

The Division Head, a senior member of faculty reporting directly to the Associate Dean, Faculty Affairs, provides academic leadership to the Division and serves as its principle administrative officer and official spokesperson. The Division Head renders service in a number of areas including administration of faculty development and delivery of the curriculum, and representation of the Division both internally and externally. The Division Head has a responsibility to represent the concerns and interests of faculty on academic matters.

Qualifications

The Division Head should have a Ph.D. or M.O.; a proven record of academic leadership and mentorship; an exemplary record of research and publication; strong communication skills; and, the ability to foster collegial, productive relationships among faculty within the Division and beyond. The Northern Ontario School of Medicine offers a competitive salary commensurate with qualifications, and a comprehensive pension and benefits package. For a more complete job posting, visit the "Career Opportunities" section of our website at www.nosm.ca.

Innovative Education and Research for a Healthier North. | www.nosm.ca

Application Procedure

Review of applications will begin in January 2012 and will continue until the position is filled. Applications should include a covering letter, current curriculum vitae, and the names and contact information for three referees. Applications should refer to competition # 2011-675-KG and should be sent to:

Northern Ontario School of Medicine
935 Ramsey Lake Road
Sudbury, ON P3E 2C6
Attention: Human Resources
Email: hr@nosm.ca
Fax: 705-671-3880

Contact Information

For more information contact
Dr. William McCready, Associate Dean,
Faculty Affairs at **807-766-7398** or at
wmccready@nosm.ca.



Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
P. 705.671.3880 F 705.671.3880

addition to undergraduate degrees in Criminology and Sociology, the Department offers Masters Degrees in Criminology and Women & Gender Studies. The successful candidate is expected to teach core undergraduate courses at all levels, and contribute to the curriculum and academic development of our program. We are an equity-rich faculty with a department strongly committed to feminist and anti-oppressive teaching and research. Saint Mary's University and our Department are committed to offering a diverse range of courses that are consistent with local, regional, national and international communities as part of our research and curriculum. Information about the Department and University may be found at www.smu.ca. Applications are due January 15, 2012. Applications are reviewed to ensure that their files are complete. The deadline for completed applications is January 13, 2012. In accordance with Canadian Immigration regulations, candidates must be permanent residents or citizens of Canada. International students are welcome and priority will be given to Canadian citizens and permanent residents. Saint Mary's University is committed to the principles and practices of employment equity.

CULTURAL STUDIES (Tenure-Track Assistant Professor, Cultural Studies (Social Activism in visual media and culture); The Department of Critical Studies at the University of British Columbia Okanagan Campus invites applications for a tenure-track position within the Cultural Studies program. The appointment will be at the level of Assistant Professor and will begin on July 1, 2012. Candidates must have a Ph.D. in Cultural Studies or related discipline, an active research profile, and evidence of teaching experience in the area of social activism in visual media and culture. This might include, but is not limited to, the use of scholarship and research in media, film, contemporary art, and street art. The position will include responsibility for the creation or teaching of introductory, upper level undergraduate, and graduate Cultural Studies courses that will address issues in the areas of Art History and Visual Culture program. Teacher-researchers whose scholarly focus is on issues of marginality (e.g., gender, race (disability), and marginality) and interdisciplinarity in critical approaches are especially encouraged to apply. The successful candidate will be expected to conduct and disseminate research in his/her area of specialization and to engage with the interdisciplinary nature of the Faculty of Creative and Critical Studies. Salary is competitive and commensurate with qualifications and experience. 2) Instructor, Cultural Studies (Term Appointment). The Department of Critical Studies at the University of British Columbia's Okanagan Campus invites applications for a 9 month term appointment to teach undergraduate courses within the Cultural Studies program. This position will begin August 1, 2012 and end May 31, 2013. Candidates should have a completed PhD in Cultural Studies or a related discipline and relevant teaching and research experience. The position will include responsibility for teaching 6 courses, including sections of CULT 100 and/or 101, as well as 200, 300, and/or 400 level courses in CULT. The Cultural Studies program is a vibrant and dynamic program that attracts students from all streams in each stream: Media and Popular Cultures; Global Cultural Studies and Critical and Cultural Theory. The program is located in the Faculty of Creative and Critical Studies. The Cultural Studies program is organized around three thematic research areas: Media and Popular Cultures; Global Cultural Studies; and Critical and Cultural Theory. The collegial teaching environment of the Faculty of Creative and Critical Studies focuses on effective teaching, the design of learning, and a commitment to developing a locally involved and globally aware community. The Faculty offers both discipline-based and interdisciplinary programs. The program is a graduate level, including programs in Art History and Visual Culture, Creative Writing, Cultural Studies, English, French, Interdisciplinary Performance, Spanish and Visual Arts, as well as minors in Japanese Studies, and Arabic Language. More information on the Cultural Studies program can be found at <http://www.ubc.ca/okanagan/critical/options/culture.html>. More information on the Instructor, Cultural Studies position can be found at <http://www.ubc.ca/okanagan/critical/creativeandcritical/welcome.html>. Candidates are asked to submit a letter of application, completed curriculum vitae, statement of teaching philosophy, teaching plan, research statement, and scholarly research to Dr. Jennifer Gustaf, Head, Department of Critical Studies at the following address only: recruitment/cult@ubc.ca. Candidates should also arrange for three letters of reference to be sent directly to Dr. Gustaf at the same address. The deadline for applications and letters of reference is February 29, 2012. UBC hires on the basis of merit and is being strongly committed to diversity in its faculty, especially welcoming applications from women, visible minority group members, Aboriginal persons, persons with disabilities, persons of any sexual orientation and gender identity, and others who would contribute to the diversity of its faculty. However, Canadians and permanent residents of Canada will be given priority. These appointments are subject to budgetary approval.

E

EDUCATION (ADULT LEARNING & EDUCATION) – UNIVERSITY OF BRITISH COLUMBIA The Department of Education and Studies in the Faculty of Education at The University of British Columbia invites applications for a full-time tenure track position at the Assistant Professor level in the Adult Learning and Education program. The Department of



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

UNIVERSITY OF BRITISH COLUMBIA DEPARTMENT OF ELECTRICAL & COMPUTER ENGINEERING TENURE TRACK FACULTY POSITIONS

The Department of Electrical and Computer Engineering at The University of British Columbia (UBC) invites applications for tenure track positions at the rank of Assistant or Associate Professor. Outstanding applicants in all areas of ECE will be considered but applicants in the following areas will be given priority:

- Machine Learning (applications of interest include adaptive control, machine perception, computer vision, medical diagnosis, bioinformatics and brain-machine interfaces).
- Electrical Energy Systems (particularly pertaining to the development of electric transportation systems, energy storage and conversion systems, control, dynamics and protection of energy systems).
- Multicore Computing (including, but not limited to programming languages, compilers, operating systems and computer architecture).

Applicants must have either demonstrated or possess a clear potential and interest in achieving excellence in research and teaching. Successful applicants will preferably have relevant industrial experience and be active in enhancing educational and research links within the community. All faculty members are expected to teach at both undergraduate and graduate levels, and to supervise graduate students. A Ph.D., or equivalent, in an appropriate area is expected. Registration as a Professional Engineer in British Columbia is required within five years of the appointment. These appointments are expected to commence as early as 1 July 2012.

The successful candidates will be offered a close association with UBC's Clean Energy Research Centre (CERC) and The Institute for Computing, Information and Cognitive Systems (ICICS). In addition to start-up funds from the University, significant start-up funding to new faculty may be available through the Canada Foundation for Innovation (CFI), the Canada Research Chairs Program, and other sources.

UBC is rated among the top 40 research-intensive universities worldwide. The campus is surrounded by parks and water, and is located on an attractive peninsula in what the Economist recently rated one of the most liveable cities in the world – Vancouver. The Department currently comprises just over 50 faculty members, nearly 1000 undergraduates and more than 400 graduate students, and has the largest graduate program on campus with a strong interdisciplinary research culture. The Department is an active participant in the UBC Strategic Initiative of the "Campus as a Living Lab". This initiative promotes interdisciplinary research, the demonstration of new technologies, and industrial partnerships towards innovation and commercialization. Clean energy, smart integrated systems and systems, and sustainability are key thrusts of the Living Lab. Additional information is available at <http://www.ece.ubc.ca>.



Electrical and
Computer
Engineering

Review of applications will begin 15 February 2012 and will continue until the positions are filled. The University of British Columbia hires on the basis of merit and is committed to employment equity. All qualified candidates are encouraged to apply; however, priority will be given to Canadian citizens and permanent residents of Canada.

To apply, please submit your cover letter and CV online at <http://hr.ubc.ca/careers/faculty>.

CAREERS CARRIÈRES

Educational Studies is an interdisciplinary unit. A major emphasis of the Department is on issues pertaining to the social sciences and the promotion of justice and equality across the spectrum of education, including the workplace, government, and other contexts. As a place of scholarly excellence, we seek to fulfill major commitments to both undergraduate and graduate education, enabling large numbers of students to major in the educational and doctoral levels. Department graduate programs include specializations in Curriculum and Instruction, Early Childhood Education, Educational Administration and Leadership, Society, Culture and Politics in Education, and Indigenous Education. The successful applicant will have demonstrated excellence in research and teaching, and be able to contribute to and maintain an active research program at the undergraduate and graduate levels, offered by the Department. Priority will be given to candidates in the field of adult education who have an established record of research and teaching in one or more of the following areas: theoretical adult learning; work and learning; health education; adult education policy; globalization and politics; and equity, mixed methods research with a focus in quantitative approaches. The successful applicant will be expected to teach in both undergraduate and graduate levels in both the undergraduate and graduate levels.

To participate in the academic programs of the Faculty, including undergraduate and graduate courses, and other educational, scholarly and professional activities. Experience in the use of computers and in electronic communications as well as in electronic communications and signal processing would be an asset. The suite of courses that may be expected to be taught by the successful candidate include: RF and Antennas, Propagation, Radar and microwave radar as part of the ARI HF-ROSA project. The Faculty of Engineering and Applied Science has well-established graduate programs in all disciplines. There are graduate and research programs in six disciplines. For information on the Faculty of Engineering and Applied Science, visit www.mun.ca. Memorial University is the largest post-secondary institution in Newfoundland and Labrador. The province's only university, Memorial plays an integral role in the educational and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs, Memorial is a dynamic learning environment that provides a distinctive and stimulating environment for learning in St. John's, a safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a



COLLEGE OF NURSING

ASSOCIATE DEGREE SOUTHERN SASS AND ADVANCEMENT

most vibrant and thriving contributions to teaching, scholarship, s-wide integrated planning. In number of areas to help the University standards, areas of pre-eminent Associate Dean Southern Sask.

The logo for the University of Saskatchewan Health Strategies. It features a shield-shaped emblem with a caduceus (a staff with two snakes entwined and wings at the top) in the center. The word "HEALTH" is written in a bold, serif font along the top edge of the shield, and "STRATEGIES" is written along the bottom edge.

UNIVERSITY OF
SASKATCHEWAN

ASSOCIATE DEAN

SOUTHERN SASKATCHEWAN CAMPUS AND ADVANCEMENT OF GLOBAL HEALTH STRATEGIES

Located in one of Canada's most vibrant and thriving provinces, the University of Saskatchewan is internationally recognized for its contributions to teaching, scholarship, research and innovation. It is a university on the rise, united through campus-wide integrated planning. Innovative and dynamic, the College of Nursing is well positioned to lead in a number of areas to help the University of Saskatchewan to realize its vision which includes a future based on international standards, areas of pre-eminence and a sense of place.

Reporting to the Dean, the Associate Dean Southern Saskatchewan Campus and Advancement of Global Health Strategies provides strategic leadership and stewardship for the operations and implementation of the College's and University's integrated plans and assists the Dean in ensuring academic quality and integrity of the College of Nursing within the region and provincially. As a member of the senior leadership team, the Associate Dean contributes to the strategic creation of opportunities for innovative projects that support research related partnerships to advance nursing knowledge. The Associate Dean also plays a key role in supporting a knowledge intensive environment for faculty outreach and engagement within the region.

The Associate Dean Southern Saskatchewan Campus and Advancement of Global Health Strategies has the unique responsibility for global health and equity. The Associate Dean will provide leadership in establishing a new direction for global health activities, be responsible for managing international student affairs and engaging faculty in the continuing development of future scholarship within a global health context.

The successful candidate will have an earned doctorate in a health-related discipline, and show evidence of contributions to the profession through scholarly work, presentations and research. Candidates must be eligible for registration with the Saskatchewan Registered Nurses' Association. Demonstrated experience in the planning, development and delivery of global health and/or international initiatives is essential to the success of this position. Candidates should also have a reputation as a leader and a mentor and be able to demonstrate success with relationship building and collaboration within and outside of the academic community. Preference will be given to candidates with a record of successful innovation in a changing academic environment.

A full position profile is available at <http://www.usask.ca/nursing/college/facultypositions.php>. Interested candidates should submit a cover letter and curriculum vitae electronically to: Ms. Heather Heft, Executive Assistant at heather.heft@usask.ca. Consideration of applications will begin **January 15, 2012**.

The University of Saskatchewan is committed to Employment Equity. Members of Designated Groups (women, Aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Lakehead
UNIVERSITY

Dean, Faculty of Engineering

Lakehead University invites expressions of interest, applications and nominations for the position of Dean of the Faculty of Engineering, Thunder Bay campus.

and Computer Engineering. Further information regarding Lakehead University and the Faculty of Engineering is available at www.lakeheadu.ca.

Lakehead is a comprehensive university with a reputation for innovative programs and cutting-edge research. With campuses located in Thunder Bay and Orillia, Lakehead has approximately 8,100 students and 2,250 faculty and staff. Known for its multidisciplinary teaching approach, and its emphasis on collaborative learning and independent critical thinking, Lakehead offers a variety of degree programs at the undergraduate, Master's and doctoral levels, as well as on-campus and community-based programs, continuing education and distributed learning. Home to the Northern Ontario School of Medicine (West Campus) and located at the head of Lake Superior, Lakehead's Thunder Bay campus is one of the most beautiful in Canada. Many of its programs in engineering, education, arts and sciences are complemented by fieldwork and a focus on northern socio-economic issues.

With 39 faculty members and 13 staff members, the Faculty of Engineering offers unique engineering programs in Chemical, Civil, Electrical, Mechanical and Software Engineering. Lakehead University provides the only opportunity in Canada for high school students to earn a Bachelor of Engineering Degree and an Engineering technology Diploma in four years. The Faculty also offers post-diploma Engineering degree programs designed specifically for graduate engineering technologists and three interdisciplinary graduate programs at the Master of Science level: Control Engineering, Environmental Engineering, and Electrical

Reporting to the Provost and Vice-President (Academic), the Dean must possess strong progressive leadership and administrative skills and be capable of working creatively with faculty and members of senior administration. The Dean is responsible for maintaining an atmosphere that fosters appreciation for teaching excellence, research productivity, and service, and engenders support for the continued development of the Faculty.

The desired candidate will have an earned PhD in one of the disciplines of the Faculty, an established reputation as a scholar and teacher, and experience in administration, preferably in building collaborations, managing budgets, strategic planning, and advancement.

Lakehead University is an equal opportunity employer. The Search Committee will begin considering potential candidates immediately and will continue until the position is successfully filled. Applications, including a letter of introduction, curriculum vitae, and the names of three references (who will not be contacted without the consent of the applicant), should be submitted in confidence to the address shown below.

Janet Wright & Associates Inc.
174 Bedford Road, Suite 200
Toronto, Ontario M5R 2K9
jakeheaden@iwasearch.com

Janet Wright & Associates Inc.

Source: Food procurement for the public and not-for-profit sectors



CAREERS CARRIÈRES

COLLEGE OF NURSING



FACULTY POSITIONS

To meet the dynamic and exciting growth of our nursing programs, tenure-track and limited-term faculty positions are available at our Saskatoon and Regina campuses. We are seeking professional, innovative, and team-oriented faculty to join our community of scholars to push the boundaries of nursing knowledge and education.

Candidates for tenure-track faculty positions should be doctorally prepared, or near completion (PhD or equivalent), and have an identified program of research/scholarship. Tenure-track positions are available at the rank of Assistant, Associate, and Full Professor. Candidates for limited-term Lecturer positions will have a minimum of a Master's preparation. We particularly encourage applications from nurse practitioners for either tenure-track or limited-term positions. All candidates should have at least one degree in nursing and be eligible for RN or RN(NP) registration in Saskatchewan.

The College of Nursing offers high quality student-centered undergraduate education and graduate programs at both the Masters and PhD levels including the primary health care nurse practitioner option. The College of Nursing is proud to have one of the largest Aboriginal nursing enrollments in Canada.

Construction is underway for a new, state-of-the-art health sciences facility at the University of Saskatchewan in Saskatoon. We have a vibrant, supportive research community. To learn more about our areas of excellence, please visit our website at www.usask.ca/nursing/research/community.

To learn more about these positions and our College of Nursing, please visit the website at www.usask.ca/nursing or contact the Search Committee care of Raeleen Wilson at (306) 966-6768 and/or e-mail raeleen.wilson@usask.ca.

Typically start dates are July 1 with the selection process occurring in the winter term. Applications will continue to be accepted until the positions are filled. Applications should be submitted electronically. Please send a letter of introduction, curriculum vitae, and the names and contact information of three referees willing to provide a letter of reference.

The University of Saskatchewan is committed to Employment Equity. Members of Designated Groups (women, Aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.



FACULTY OF EDUCATION

Tier 2 Canada Research Chair in Race, Inequalities and Global Change

Department of Educational Studies

The Faculty of Education at the University of British Columbia invites applications for a Tier 2 Canada Research Chair in Race, Inequalities and Global Change that will be located in the Department of Educational Studies. The Canadian Research Chairs Program (<http://www.chairs.gc.ca>) has been established by the Canadian Federal Government with the purpose of attracting outstanding researchers to the Canadian university system. The successful candidate will be expected to have a strong record of scholarship and a commitment to research leadership. Candidates for Tier 2 Chairs are described by the Canadian Research Chairs Program as "exceptional emerging researchers, acknowledged by their peers as having the potential to lead in their field". This is a full-time tenure track position at the rank of Assistant or Associate Professor.

The Department of Educational Studies within the Faculty of Education at UBC is a multi-disciplinary unit that includes a rich, diverse group of researchers. A major emphasis of the Department is on issues pertaining to the social sciences and humanities, and global justice and equity across the spectrum of education, including educational institutions, communities, the workplace, and other contexts. As a place of scholarly excellence, we seek to fulfill major commitments to both undergraduate and graduate programs in education, enrolling large numbers of students at the magisterial and doctoral level. Department graduate programs include specializations in Higher Education, Adult Learning and Education; Educational Administration and Leadership; Society, Culture and Politics in Education; and Indigenous Education.

The Faculty of Education within The University of British Columbia offers a comprehensive set of programs at the baccalaureate, magisterial and doctoral levels. In addition to the Department of Educational Studies, the Faculty includes the Department of Language and Literacy Education, the Department of Educational and Counselling Psychology, and Special Education, the Department of Curriculum and Pedagogy, and the School of Kinesiology, as well as various cross-Faculty initiatives including the Centre for Cross Faculty Inquiry. The Faculty is a leader in Indigenous Education. For further details about the Faculty, please visit our website at www.educ.ubc.ca.

We are seeking candidates who can contribute to multiple programmatic areas and who come with a broadly critical orientation. Specifically, candidates should be able to contribute to contemporary debates on the new social, political, cultural and economic configurations of racial inequality and the cultural and economics of racism in the context of globalization. We encourage applications from scholars representing a wide range of ideological, theoretical, methodological, and interdisciplinary approaches, whose expertise spans the following areas: 1) The study of racial inequalities and formations as inseparable from other social formations (e.g. class, gender, disability, age, and sexuality); 2) Cultural studies of educational policies, practices and/or pedagogies; 3) Critical policy studies illuminating the cultural and ideological struggle in which education is located.

Applicants' proposed research program should address one or more of the priority areas noted above as well as the related goals and strategic strategies contained in UBC's strategic statement, "Place and Promise" (<http://strategicplan.ubc.ca>).

UBC hires on the basis of merit and is committed to employment equity. All qualified persons are encouraged to apply. All Canada Research Chair positions are subject to review and final approval by the Canada Research Chair Secretariat, Canadian Research Chairs are open to individuals of any nationality; offers will be made in accordance with Canadian Immigration requirements associated with the Canada Research Chairs program. Interested individuals should send a CV, list of publications, description of proposed research and interests, and the names, contact information and qualifications of six referees to: Dr. Blye Frank, Dean, Faculty of Education, The University of British Columbia, 2125 Main Mall, Vancouver, BC V6T 1Z4, Canada. The deadline for applications is April 15, 2012.

seurs représente un atout de même que la participation à des projets de recherche collaboratives et l'existence de publications pertinentes. En raison du mandat bilingue de Glendon, les candidats devront être en mesure de faire une participation active en français et en anglais au Collège. EMBAUCHE: Le salaire offert sera fixé en fonction de la nature et de la complexité de l'expérience et des postes à la disposition de l'autorisation budgétaire de l'Université. ACTION POSITIVE: L'Université York est un employeur qui a adopté un programme d'action positive qui a démontré un engagement à l'égard de la diversité et de l'égalité. Les personnes qui présentent une possible volonté de s'engager dans la recherche et d'enseigner dans la zone de recherche de l'Académie de Cinéma et de l'Art à York sont invitées à faire une demande d'admission temporaire des admissions des États-Unis et du Mexique est autorisée conformément aux dispositions de l'accord de libéreté d'enseignement (ALLEN). RECHERCHE: Les personnes intéressées doivent faire parvenir leur lettre de candidature et leur curriculum vitae à Mme Françoise Mougeon, Directrice Intérieure, Centre de formation et de recherche pour les étudiants en cinéma et en arts visuels, Collège Universitaire Glendon, Université York, 2275 Avenue Bayview, Toronto, Ontario, Canada, M4N 3M6. Les candidats doivent faire parvenir leur curriculum vitae pour faire émoyer directement à la directrice. Il est recommandé de faire parvenir trois lettres de recommandation, dont une portant essentiellement sur l'enseignement. DATE LIMITE DE SOUMISSION DES CANDIDATURES: 15 MARS 2012. N.B. TOUTES LES SOUMISSIONS DOIVENT ÊTRE ENVOYÉES EN FORMAT PDF.

■ FRENCH — Cape Breton University, Cape Breton University (CBU) is located on Cape Breton Island, Nova Scotia, a tourism centre and home to the Celtic, Mi'kmaq, and Acadian culture. CBU has a reputation for small class sizes, strong community involvement, and strong internal support for faculty research. CBU invites applications for a tenure-track position in French Language and Culture at the rank of Assistant Professor to commence July 2012, subject to budgetary approval. PhD is required. No teaching load is required. The successful candidate must have a demonstrated commitment to research, teaching and service, an established record of research in the area of Acadian literature and culture, and be willing to engage in research in that area. A demonstrated interest in Francophone Cinema would be considered an asset. The ability to teach French language and culture at the undergraduate level would be an asset. The School of Arts and Social Sciences has recently developed an academic plan that identifies Heritage Studies and Social Justice as growth areas so research in these areas, although not required, would be considered an asset. The union affiliation of this position is with the Cape Breton University Faculty Association. Qualified candidates should send a letter of application and a copy of their curriculum vitae, academic transcripts, evidence of teaching effectiveness, a sample of scholarly writing, and three current letters of reference, direct to CBU to the Human Resources Department at Cape Breton University, P.O. Box 5300, 1250 Grand Lake Road, Sydney, NS, Canada, B1P 6L2. Email: hr@cbu.ca. All applications will be reviewed by March 16, 2012. Email applicants will receive a return email confirming receipt. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. CBU is an equal opportunities employer.

■ FRENCH AS A SECOND LANGUAGE (FSL) — Glendon College, York University. The Language Training Centre for Studies in French invites applications for two contractually-limited appointments for a period of three years

French as a Second Language. Appointments will commence on July 1, 2012. These positions are within the framework of French as a second language (FSL) of the Language Training Centre for Studies in French, CON-TRÉ (Centre d'enseignement de la langue française) liberal arts Faculty of York University.

It offers a variety of programs in the humanities and social sciences. It is located on its own site, in the midtown area of North York. Applicants are invited to visit Glendon's website at glendon.yorku.ca. POSITION: The successful candidates will be responsible to teach and coordinate courses with multiple sections of French as a second language. In accordance with the Language Training Centre for Studies in French and the bilingual requirements of the College, as well as the requirements of student learning groups linked to the program, the successful candidates will teach French as a second language at the undergraduate level. They will participate in the research activity applied to French as a second language, including research, language testing and/or technologies in language teaching in collaboration with the research group associated with the Language Training Centre. STUDY: In French, CAN-TRÉ (Centre d'enseignement de la langue française) liberal arts candidates have completed a Masters in applied linguistics or in language pedagogy; be bilingual (French-English); have excellent teaching skills; experience in project management; have experience in teaching French as a second language and demonstrated competence in second language acquisition of French, preferably in second language teaching and research; demonstrate demonstrated achievement in membership in professional development of professors will be assets, as well as experience in collaborative research and a record of relevant publications. In addition to the bilingual mandate, candidates may be asked to participate actively in College-wide activities in both French and English. APPOINTMENT: Initial salary will be commensurate with qualifications and experience. All positions at York University are subject to budgetary approval. AFFIRMATIVE ACTION: York University is an Affirmative Action.

FACULTY OF MEDICINE

Associate Dean Research and Graduate Studies

MEMORIAL UNIVERSITY

Applications are invited for the position of Associate Dean of Research and Graduate Studies. This is a 3-year term (renewable) position and is a key part of the leadership team of the Faculty of Medicine in setting and achieving goals as we embark upon an exciting future. The position reports to the Dean.

The successful candidate will assume the position at an exciting time for research in the Faculty of Medicine with the expansion of the medical school's undergraduate and postgraduate programs. New research and teaching facilities are currently being constructed and new faculty positions created. Our graduate student enrolment has had a dramatic increase with the potential for further growth and development as we move into our new facilities in 2013.

The Associate Dean of Research and Graduate Studies has a pivotal role in the day-to-day activities related to research within the Faculty of Medicine. S/he is a leader in developing educational programs for health scientists. S/he will, in consultation with the Associate Deans of Clinical Research, Biomedical Sciences and of Community Health and Humanities Divisions, identify the needs of research and graduate studies and will be responsible for the development of Research and Graduate Studies at the Medical School. The Associate Dean, Research and Graduate Studies (Medicine), will lead the Faculty of Medicine in strategic planning for research, in consultation with the Associate Deans of Biomedical Sciences and Community Health and Humanities divisions and the Associate Dean of Clinical Research, and in collaboration with current and potential researchers and interested stakeholders.

The successful candidate will also facilitate the development of research teams, including multidisciplinary and intra-faculty teams provincially, nationally and internationally, to take advantage of funding opportunities to grow the research agenda of the Faculty of Medicine and represent the Faculty of Medicine on University Committees or most other external committees related to research.

The ideal candidate will have either a MD with postgraduate training or a PhD in a relevant discipline. Outstanding interpersonal and management skills, a solid research track record and experience working in an academic environment are required. Exceptional candidates with equivalent education and experience will also be considered.

Appointment will be at the rank of associate/full professor with initial rank and salary commensurate with qualifications and experience.

The Faculty of Medicine is located in the Health Science Centre on the campus of Memorial University. This facility also houses the Schools of Pharmacy and Nursing, the Health Science Library, the General Hospital, the H. Bliss Murphy Centre, and the Janeway Children's Hospital. The integrated complex has allowed for close working relationships in both research and teaching among the Faculties of Medicine and the Schools of Nursing and Pharmacy.

Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to almost 18,000 students, Memorial provides a distinctive and stimulating environment for learning. St. John's is a safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a wide range of outdoor activities.

Interested individuals should direct their inquiries and/or applications along with their curriculum vitae and the names of three referees on or before January 31, 2012 to:

Ms. Sherry Caines
Dean's Office
Faculty of Medicine
Memorial University of Newfoundland
St. John's, NL A1B 3V6
Telephone: (709) 777-6311
Fax: (709) 777-6746
E-mail: sherry.caines@med.mun.ca

The Faculty of Medicine is committed to employment equity and encourages applications from qualified women and men, visible minorities, Aboriginal people, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

CAREERS CARRIÈRES

Assistant Professor in Urban Sustainability

CIVIL ENGINEERING
University of Toronto



The Department of Civil Engineering at the University of Toronto invites applications for a tenure-stream appointment in the field of Sustainable Engineering. The appointment will be at the rank of Assistant Professor and will begin July 1, 2012, or as soon as possible thereafter.

We seek candidates with research expertise in the application of sustainable engineering principles to urban infrastructure, with a focus on improving the liveability of cities. Sustainable engineering is defined broadly to include environmental, economic and social components and their interactions, and encompasses considerations of future energy and climate scenarios. Candidates who have a research focus on innovative / sustainable building systems are particularly sought.

The Department of Civil Engineering at the University of Toronto is committed to excellence in teaching and interdisciplinary research. Candidates must display evidence of a high level of accomplishment in these areas. The successful applicant is expected to develop an internationally recognized and externally-funded research program, to advise graduate students and to teach undergraduate and graduate courses in civil engineering.

Candidates must hold a doctoral degree and must be eligible for registration as a Professional Engineer in Ontario. Salary will be commensurate with qualifications and experience.

All interested parties are strongly encouraged to apply on-line at <http://www.jobs.utoronto.ca/faculty.htm>. If you are unable to apply online, please send your applications to Professor Brenda McCabe, Chair, Department of Civil Engineering, University of Toronto, 35 St. George Street, Room GB107, Toronto, Ontario, M5S 1A4. Applications should include detailed curriculum vitae (including publications and evidence of capacity and impact), a description of research, teaching and professional interests, and a list of at least four professional and character referees. The closing date for receipt of applications is March 12, 2012, but applications will be accepted until the position is filled.

The University of Toronto is strongly committed to diversity within its community. The University especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Mid-year applicants should have a PhD completed or nearing completion in US or a related discipline, and appointments will commence on July 1, 2012. Interested candidates are invited to send their curriculum vitae, a teaching statement, and the names and addresses of three references or three letters of reference, and a cover letter outlining their interest in the position by February 1, 2012 to: Dr. Thomas Carman, Faculty of Information and Media Studies, North Campus Building, The University of Western Ontario, London, ON, Canada N6A 5B7; Phone: (519) 661-4715 ext. 3506, or thomas@uwo.ca. Deadline for receipt of applications, February 1, 2012 or until position is filled. Positions are subject to budget approval. Applicants should have teaching and research experience, while in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, Aboriginal people and persons with disabilities.

M

■ **MANAGED POSITION — McGill University.** Applications are invited for anticipated tenure-stream appointments as Assistant Professor (special category) and Visiting Professor in the areas of Accounting, Financial Management, Marketing, Organizational Management, Organizational Behaviour, and Strategy and Organization. Salary and rank are commensurate with the candidate's qualifications and research record. The Department of Management has over 50 full-time faculty and offers B Com, MBA, and PhD degrees. Please send your Curriculum Vitae along with three (3) copies of letters of reference and copies of diplomas to: Dr. Daniel A. Anderson, Director, Faculty of Management, 1005 Sherbrooke Street West, Montreal, Quebec H3A 1G5. Closing date to receive applications is January 31, 2012. All tenure-track applications are subject to appointment. Women are strongly encouraged to apply; however, Canadians and permanent residents will be given priority. McGill University is committed to diversity and equity in employment. It welcomes applications from Indigenous peoples, visible minorities, Aboriginal persons, persons with disabilities, women, persons of minority sexual orientation and gender identities and others who may contribute to further diversification.

■ **MARKETING — Saint Mary's University.** The School of Business at Saint Mary's University invites applications for a tenure-track position in the area of Marketing. Applicants must have a PhD in Marketing, or a close equivalent, and be able to teach at all levels. The position will begin July 1, 2012. Saint Mary's University's Sobey School of Business is the largest commerce program in the Atlantic region and offers AACSB-accredited degrees at the undergraduate, graduate, and PhD levels. Although candidates of all nationalities are encouraged to apply, priority will be given to Canadian citizens and permanent residents. Saint Mary's University is committed to principles of employment equity. Rank and salary will be commensurate with experience and any qualifications as outlined in the Saint Mary's University Collective Agreement. Applications should include a letter of application, a detailed and up-to-date curriculum vitae, a statement of research interests and a teaching dossier (including teaching evaluations and a statement of teaching philosophy and interests), graduate transcripts, three names and addresses of three referees. Complete application should be submitted to the Chairperson, Department of Marketing, Sobey School of Business, Saint Mary's University, 1265 University, NS B3H 2W5. Only those candidates selected for interviews will be contacted. Consideration of candidates will begin January 15, 2012 and continue until the position is filled.

■ **MATHEMATICS — Bishop's University.** The Department of Mathematics at Bishop's University (Sherbrooke, Quebec) invites applications for an Instructor position in Mathematics. The position is a one-year contract to final budgetary approval. This is an appointment that leads to permanent employment. The teaching load is equivalent to seven one-semester courses per year. The department is committed to providing students on a variety of topics at the undergraduate level is essential. A genuine interest in curriculum development for service courses (e.g. Business) will be a definite asset. Bishop's is a small liberal arts university with a college campus nestled in the picturesque Eastern Townships. It has a growing student body of approximately 2200 full-time students and prides itself on teaching on a variety of topics at the undergraduate level. Applications should possess a minimum of a Bachelor's degree in Mathematics and should provide a letter of intent, curriculum vitae, and teaching dossier including a statement of teaching philosophy and evidence of teaching effectiveness, plus three letters of reference to: Dr. Sosha Merovitz, Chair, Department of Mathematics, Bishop's University, 2500 College Street, Sherbrooke, QC, J1H 2X1. Email: merovitz@ubishops.ca. Applications will be accepted until February 1, 2012. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents. All qualified candidates are encouraged to apply. Bishop's University is committed to employment equity and encourages applications from women, Aboriginal people, people with disabilities, and visible minorities.

■ **MECHANICAL ENGINEERING (AUTOMOTIVE POWER TRAIN) — McMaster University.** A new era in engineering is unfolding in the Faculty of Engineering at McMaster University, designed to educate students for the 21st century. Guided by a five-year strategic plan, the Faculty is committed to promoting socially responsible engineering, advancing research for a sustainable environment, and preparing the global engineers of the future. To this end, the Department of Mechanical Engineering is seeking an outstanding individual for a tenure track position in the area of Automotive Power Research. Experience in one or more of the following areas is desirable: hybrid and electric power train technologies, internal combustion engines, prognostics and diagnostics, automotive control and mechatronics, energy storage, and batteries. The tenure-

track appointment will be at the level of Assistant or Associate professor and will commence July 1, 2012. Applicants will hold a doctorate in Mechanical Engineering or a related branch of engineering. Applications must demonstrate a strong record of research, reflected in extramural grant acquisition and publication in high quality peer-reviewed journals. The research individual will be expected to teach undergraduate and graduate level courses, develop graduate level courses, and support departmental growth in automotive research. He/she will also be expected to establish a strong external research program, attract external funding, mentor graduate students, and foster the already existing collaborations with other departments. Letters of application, accompanied by the application form, will be held in strict confidence and addressed to: Dr. Yousry El-Metwally, Department of Mechanical Engineering, JHE Rm 316, McMaster University, Hamilton, Ontario, Canada L8S 4L8, e-mail: elmetwally@mcmaster.ca. The position will be occupied until the position has been filled. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. The position is a strengthener position, strategy centered on employment equity within its community, and to recruiting a diverse faculty and staff. This University encourages applications from all qualified candidates, including women, members of visible minorities, Aboriginal persons, members of sexual minorities, and persons with disabilities.

■ **MECHANICAL ENGINEERING (COLO-MECHANICAL AND FINITE ELEMENT MODELING) — University of New Brunswick.** The University of New Brunswick, Department of Mechanical Engineering, invites applicants for a tenure-track appointment at the rank of Assistant Professor with a specialization in Structural Mechanics and Finite Element Modeling. Duties in the Department will include teaching undergraduate courses in the core Mechanical Engineering curriculum, offering courses in graduate studies, research supervision, research specialty in the senior undergraduate and/or graduate level, and conducting research. The Department currently has approximately 300 undergraduate students and 50 graduate students in the field. In addition to a standard Mechanical Engineering program, options in Mechanics, Biomedical and Nuclear and Power Plant Engineering are also offered. Further information about the Department can be found at www.unb.ca/cse/mech/. The appointee must have completed an earned doctorate in Mechanical Engineering. Demonstrated achievements in research and teaching, as well as demonstrated experience in teaching, will be an asset. The position will begin July 1, 2012. The appointment should be on a one-year contract. To begin a registered Professional Engineer in the Province of New Brunswick. Applications, including a curriculum vitae, a teaching dossier, a statement of research interests, and the names and addresses of three referees, should be sent to: Professor Andrew Gerber, P.Eng., Chair, Department of Mechanical Engineering, University of New Brunswick, PO Box 5050, Fredericton, NB, E3B 5A3, Canada (506) 453-3000, Ext. 5000, fax (506) 453-3000. Successful applicant will begin as soon as possible. Review of applications will begin immediately and continue until the position is filled. This position is subject to final budgetary approval. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Applicants should indicate current employment status. THE UNIVERSITY OF NEW BRUNSWICK IS COMMITTED TO THE PRINCIPLE OF EMPLOYMENT EQUITY.

P

■ **PETROLEUM ENGINEERING, PROCESS SYSTEMS & THERMOEQUIMICS — University of Calgary.** The University of Calgary invites applications for tenure-track Assistant Professor, Associate Professor and Full Professor positions in the area of, but not limited to, Petroleum Engineering, Process Systems and Thermodynamics. The successful applicant will establish a strong research program, supervise graduate students, teach a range of undergraduate and graduate courses and attract external funds to support research activities. Applicants must possess a PhD in either Petroleum or Chemical Engineering or be within 6 months of their doctoral thesis defense, be eligible for registration as a professional engineer with the Association of Professional Engineers, Geologists and Geophysicists of Alberta and demonstrate a potential for excellence in teaching and research. Calgary is the Canadian center for energy research and development and is a head-office city. It enjoys a vibrant economy based in energy, high-tech and tourism industries and the province of Alberta has the most favorable taxation environment in Canada. Interested applicants are invited to submit their curriculum vitae, statement of research interests, statement of teaching focus and philosophy including potential courses to be taught, copies of all academic transcripts, and the names and addresses of three letters of reference to: Dr. U. Sundararaj, Professor and Head, Attn: Faculty Search, Department of Chemical and Petroleum Engineering, University of Calgary, Calgary, Alberta, Canada T2N 1M9. Email: ucalgary@ucalgary.ca. Applications are preferred. The deadline for the submission of applications is February 15, 2012. For more information on the department and the School of Chemical and Materials Engineering, visit <http://schepa.ucalgary.ca/chemical/>. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents of Canada will be given priority. Applicants should indicate current employment status. THE UNIVERSITY OF CALIFORNIA IS COMMITTED TO THE PRINCIPLE OF EMPLOYMENT EQUITY.

J.H. Stewart Reid Memorial Fellowship Bourse commémorative J.H. Stewart Reid for Doctoral Studies // pour études doctorales

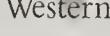
DEADLINE
APRIL 30 AVRIL
DATE LIMITE

2012-2013



Canadian Association of University Teachers // Association canadienne des professeurs d'université

<http://stewartreid.ca>



The University of Western Ontario \ Schulich School of Medicine & Dentistry Assistant Professor in Basic Medical Science

Applications are invited for a Full-time, Limited Term Academic Appointment at the rank of Assistant Professor. If qualifications and experience warrant a higher rank, the appointment will be made at the rank of Associate Professor. The initial appointment will be for 3 years with the potential for renewal. The successful applicant will be appointed in a Basic Science Department(s) within the Schulich School of Medicine & Dentistry best suited to the discipline(s).

Qualified applicants must have a PhD or equivalent. The candidate's interests should complement or support existing areas of undergraduate Basic Medical Science Education program (BSc and BMSc) strength in the Schulich School of Medicine & Dentistry (see <http://www.uwo.ca/bmsc>) at The University of Western Ontario. In addition, candidates must show clear evidence of outstanding scholarship in education in a field related to the Basic Medical Sciences and will be expected to maintain active scholarship in education. The successful candidate will be expected to take an active part in the teaching, student mentorship, and administration within the Basic Medical Science Undergraduate Education program (BSc and BMSc) and to play a key role in the development of the undergraduate Integrated basic medical sciences curriculum.

The candidate will also have a commitment to and demonstrated aptitude for alternate curriculum delivery (online, e-learning, web-based teaching, etc.), and will be expected to teach at the undergraduate level in the Integrated Medical Sciences and to be a resource to other departments in the Basic Medical Sciences, developing alternate curriculum delivery. The position will entail active collaboration with colleagues involved in education scholarship at Western, including the Centre for Education Research and Innovation. Consideration of applicants will include an assessment of previous performance, qualifications, including qualifications which go beyond the requirements for the position, and experience.

With a full-time enrollment of about 35,000, The University of Western Ontario graduates students with a full range of academic and professional programs (see <http://www.uwo.ca> to learn more). The university campus is in London, a city of 350,000 located midway between Toronto and Detroit. With parks, tree-lined streets and bicycle trails, London is known as the "Forest City". London boasts an international airport, galleries, theatre, music and sporting events (see <http://www.goodmoveLondon.com>). Western's Recruitment and Retention Office is available to assist in the transition of successful applicants and their families.

Those interested in applying for this position should forward a curriculum vitae and have at least three letters of reference to:

Dr. Douglas L. Jones

Associate Dean, Basic Medical Sciences Academic Affairs
Schulich School of Medicine & Dentistry
Medical Sciences Building M138
London, Ontario, Canada N6A 5C1

Applications will be accepted until the position is filled. Expected start date is January 1, 2012.

Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, Aboriginal people and persons with disabilities.

■ **MATHEMATICS — Bishop's University.** The Department of Mathematics at Bishop's University (Sherbrooke, Quebec) invites applications for an Instructor position in Mathematics. The position is a one-year contract to final budgetary approval. This is an appointment that leads to permanent employment. The teaching load is equivalent to seven one-semester courses per year. The department is committed to providing students on a variety of topics at the undergraduate level is essential. A genuine interest in curriculum development for service courses (e.g. Business) will be a definite asset.

Bishop's is a small liberal arts university with a college campus nestled in the picturesque Eastern Townships. It has a growing student body of approximately 2200 full-time students and prides itself on teaching on a variety of topics at the undergraduate level. Applications should possess a minimum of a Bachelor's degree in Mathematics and should provide a letter of intent, curriculum vitae, and teaching dossier including a statement of teaching philosophy and evidence of teaching effectiveness, plus three letters of reference to: Dr. Sosha Merovitz, Chair, Department of Mathematics, Bishop's University, 2500 College Street, Sherbrooke, QC, J1H 2X1. Email: merovitz@ubishops.ca.

Applications will be accepted until February 1, 2012. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents. All qualified candidates are encouraged to apply. Bishop's University is committed to employment equity and encourages applications from women, Aboriginal people, people with disabilities, and visible minorities.

■ **MECHANICAL ENGINEERING (AUTOMOTIVE POWER TRAIN) — McMaster University.** A new era in engineering is unfolding in the Faculty of Engineering at McMaster University, designed to educate students for the 21st century. Guided by a five-year strategic plan, the Faculty is committed to promoting socially responsible engineering, advancing research for a sustainable environment, and preparing the global engineers of the future. To this end, the Department of Mechanical Engineering is seeking an outstanding individual for a tenure track position in the area of Automotive Power Research. Experience in one or more of the following areas is desirable: hybrid and electric power train technologies, internal combustion engines, prognostics and diagnostics, automotive control and mechatronics, energy storage, and batteries. The tenure-

track appointment will be at the level of Assistant or Associate professor and will commence July 1, 2012. Applicants will hold a doctorate in Mechanical Engineering or a related branch of engineering. Applications must demonstrate a strong record of research, reflected in extramural grant acquisition and publication in high quality peer-reviewed journals. The research individual will be expected to teach undergraduate and graduate level courses, develop graduate level courses, and support departmental growth in automotive research. He/she will also be expected to establish a strong external research program, attract external funding, mentor graduate students, and foster the already existing collaborations with other departments. Letters of application, accompanied by the application form, will be held in strict confidence and addressed to: Dr. Yousry El-Metwally, Department of Mechanical Engineering, JHE Rm 316, McMaster University, Hamilton, Ontario, Canada L8S 4L8, e-mail: elmetwally@mcmaster.ca. The position will be occupied until the position has been filled. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. The position is a strengthener position, strategy centered on employment equity within its community, and to recruiting a diverse faculty and staff. This University encourages applications from all qualified candidates, including women, members of visible minorities, Aboriginal persons, members of sexual minorities, and persons with disabilities.

■ **PHILOSOPHY — University of Western Ontario.** The Department of Philosophy at the University of Western Ontario is seeking candidates for tenure-track faculty positions. Applications or nominations for Director of the Rotman Institute of Philosophy. We are seeking an innovative leader and established scholar in any area of Philosophy of Science, broadly construed. The candidate's discipline will be the administrative and scientific leader of the Rotman Institute of Philosophy (<http://www.rotman.uwo.ca>) for the coming 5 years. During the term of appointment to Director, the candidate will have a reduced teaching load. At the end of the 5-year term, the incumbent will have the option of reapplying for the Directorship or becoming a regular faculty member in the Department of Philosophy. The position re-

CAREERS CARRIÈRES



The University of the Fraser Valley (UFV) invites applications from outstanding candidates for the following three (3) positions: Canada Research Chair (CRC) Tier 2 in the area of Health and Human Performance; Canada Research Chair Tier 2 in the area of Immigration, Citizenship, and Refugee Protection; and BC Regional Innovation Chair on Canada-India Business and Economic Development.

• Canada Research Chair (Tier 2) – Health and Human Performance

The successful applicant will hold a doctoral degree (obtained in the last ten years) and will be an outstanding emerging scholar who has demonstrated innovation and a proven ability to cultivate multidisciplinary, collaborative partnerships in local, national, and international research networks. The candidate must possess an original and independent research program that will attract external funding and hold the potential to achieve international recognition within five to ten years. The ideal candidate will augment the existing strengths within the UFV Health Sciences community in one or more of the following areas: Occupational Health and Performance; Health Education and Health Psychology; the Use and Impact of Technology and Performance; Neuroscience; Aging; Culture, and Ethnicity; Family, Children, and Youth; Environmental Health.

• Canada Research Chair (Tier 2) – Immigration, Citizenship, and Refugee Protection

The successful applicant will be an outstanding emerging scholar who has demonstrated an ability to cultivate multidisciplinary, collaborative research partnerships. The candidate must be committed to an original and independent research program in one or more of the following areas: multiple citizenships and cultural and linguistic identities; the impact of cultural pluralism on language policies and on concepts of citizenship; the protection of cultural histories and social and civic integration; economic and labour market integration, including the social and economic impact of foreign workers; immigration and security issues; the protection of legal or illegal immigrants and refugees and their rights.

The goals of the CRC program (www.chairs-chaires.gc.ca) are to promote leading-edge research and the training of highly qualified personnel at universities.

Applicants should submit by January 31, 2012 a curriculum vitae, copies of three (3) relevant publications, a brief statement of their research interests, and the names and contact information of three (3) potential referees to Employee Services at the University of the Fraser Valley.

• BC Regional Innovation Chair on Canada-India Business and Economic Development

UFV is inviting applications from qualified academics wishing to be considered for the position of BC Regional Innovation Chair on Canada-India Business and Economic Development. This exciting research and leadership position within the Centre for Indo-Canadian Studies will be filled through a five-year, renewable, appointment in the School of Business Administration.

The Chair anchors a regional innovation strategy revolving around the mobilization of key businesses of the region to capitalize on the new opportunities afforded by the Indian market. The Chair holder, working closely with businesses and economic drivers of the province, as well as research partners in India and Canada, will seek to provide investors and local businesses with a better understanding of and connectivity to the dynamics of transnational investments as they relate particularly to the local economy and its relation to India.

Applicants should submit by February 29, 2012 a curriculum vitae, copies of three (3) relevant publications, a brief statement of their research interests and their proposed program of work in relation to the goals of the Chair, and the names and contact information of three (3) potential referees to Employee Services at the University of the Fraser Valley.

Please send all applications to:

Employee Services
University of the Fraser Valley
33844 King Road, Abbotsford, BC, Canada V2S 7M8
Tel: (604) 854-4536 • Fax: (604) 854-1538 • Website: www.ufv.ca
Email resumes to: erinfo@ufv.ca

For more information, please contact Yvon Dandurand, AVP, Research and Graduate Studies, via email: yvon.dandurand@ufv.ca

UFV is committed to the principle of equity in employment.

Full details at www.ufv.ca/careers

will have both junior and senior level teaching responsibilities and is expected to develop an internally funded research program that embraces graduate student supervision. Applicants should submit a current curriculum vitae, a statement of research interests, teaching interests, current research activities, a sample of recently published work, and any available teaching evaluations. Applicants should also provide for the names and telephone numbers of three referees and their address or telephone number. Applications will be accepted December 1, 2011 or until the position is filled. Head, Department of Sociology, College of Arts & Science, University of Saskatchewan, 106 University Drive, Saskatoon, SK S7N 5A6. Phone: 306-966-6936; Fax: 306-966-6930. The University of Saskatchewan is committed to employment equity. It welcomes diversity in the workplace and encourages applications from all qualified individuals, including women, members of visible minorities, Aboriginal persons, and persons with disabilities. All qualified individuals are encouraged to apply. The University is an equal opportunity employer, and Canadian and permanent residents will be given priority.

■ SOCIOLOGY – Bishop's University. Applications are invited for a tenure-track position in Sociology at Bishop's University, to begin July 1, 2012, subject to final budgetary approval. The successful candidate will have a PhD and a dynamic research program in one or more of the following areas: social inequalities, as well as the demonstrated ability to excel in the classroom. The ability to teach introductory research methods and data collection courses, in addition to Sociology and Demography, is an asset. Bishop's is a primarily undergraduate University with a strong emphasis on dynamic and effective teaching and with an increasingly vibrant research culture. Located in the Laurentians, Bishop's University is a small campus that attracts students from across the country and around the world. Our small class sizes offer excellent opportunity for the exchange of ideas between professor and student. Applications including a cover letter, curriculum vitae, teaching portfolio (including teaching evaluations), at least one sample scholarly publication, and letters of reference from two academic referees should be submitted no later than January 23, 2012 to Dr. B. Coulter, Chair, Department of Sociology, Bishop's University, 2500 College Street, Sherbrooke Quebec, J1H 1Z7. Tel: 819-822-5660, ext. 2370. Email: bcoulter@ bishopu.ca. Bishop's University is committed to the principles of employment equity and encourages applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, persons of all sexual orientations, and gender identities, and others who may contribute to further diversification of the University. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. International applicants are encouraged to apply.

■ SPANISH – Wilfrid Laurier University. The Department of Languages and Literatures at Wilfrid Laurier University (Waterloo, Ontario) invites applications for a one-year, limited-term position in Spanish at the rank of Assistant Professor, effective July 1, 2012, subject to budgetary approval. Minimum qualifications: PhD in Spanish is required by

the July 1 starting date. We are looking for a generalist with specialization in Peninsular or Latin American Literature and Culture. The successful candidate will be expected to contribute to the teaching of Spanish at all levels, to contribute to the needs of the Spanish program, and to teach courses at all levels using the department's standard teaching materials. Experience teaching Spanish literature, culture and civilization is an asset. Extensive experience teaching language courses at all levels using the department's standard teaching materials is an asset. Experience teaching to teaching excellence are required, as is an ongoing agenda for research and publication. Applications should submit a letter of application, a curriculum vitae, a teaching dossier (which includes evidence of teaching effectiveness and a statement of teaching philosophy), three documents must be in English, a teaching portfolio, copies of their publications and should include a range of the teaching of three confidential letters of recommendation. All these materials should be sent to: Dr. Mills Speedier, Chair, Department of Languages and Literatures, Wilfrid Laurier University, Waterloo, ON N2L 3G1, Application deadline: January 1, 2012. Wilfrid Laurier University is committed to employment equity and diversity. All qualified applicants are encouraged to apply. Women, members of visible minorities, Aboriginal Peoples, persons with disabilities, persons of all sexual orientations, and gender identities, and others who may contribute to further diversification of the University, are particularly encouraged to apply. We are an equal opportunity employer.

■ THEATRE STUDIES – York University. Applications are invited for a full-time, tenure-track position in Theatre Studies, at the rank of Assistant Professor, with undergraduate and graduate teaching responsibilities, effective July 1, 2012. York University is a comprehensive research university with a strong theoretical and theoretical background and be willing to make a long-term contribution to the Department's core courses, as well as to other areas of interest to the faculty and students. We are looking for candidates who are committed to the principles of employment equity and encourage applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, persons of all sexual orientations, and gender identities, and others who may contribute to further diversification of the University. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. International applicants are encouraged to apply.

■ THEATRE STUDIES – York University. Applications are invited for a full-time, tenure-track position in Theatre Studies, at the rank of Assistant Professor, with undergraduate and graduate teaching responsibilities, effective July 1, 2012. York University is a comprehensive research university with a strong theoretical and theoretical background and be willing to make a long-term contribution to the Department's core courses, as well as to other areas of interest to the faculty and students. We are looking for candidates who are committed to the principles of employment equity and encourage applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, persons of all sexual orientations, and gender identities, and others who may contribute to further diversification of the University. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. International applicants are encouraged to apply.

■ THEATRE STUDIES – York University. Applications are invited for a full-time, tenure-track position in Theatre Studies, at the rank of Assistant Professor, with undergraduate and graduate teaching responsibilities, effective July 1, 2012. York University is a comprehensive research university with a strong theoretical and theoretical background and be willing to make a long-term contribution to the Department's core courses, as well as to other areas of interest to the faculty and students. We are looking for candidates who are committed to the principles of employment equity and encourage applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, persons of all sexual orientations, and gender identities, and others who may contribute to further diversification of the University. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. International applicants are encouraged to apply.

■ THEORETICAL ASTROPHYSICS/PARTICLE PHYSICS/COSMOLOGY – York University. The Department of Physics and the Perimeter Institute for Theoretical Physics invite applications for a joint appointment in the general area of Theoretical Astrophysics, Particle Physics, or Cosmology, effective July 1, 2012. The joint tenured-track faculty position at York University, in combination with an associate faculty position at the Perimeter Institute, will be commensurate with a PhD in theoretical astrophysics or particle physics, except for senior appointments that may be considered. The joint appointees will be expected to spend significant amounts of time at both locations, and will have a correspondingly reduced teaching load. Both sites will be research oriented and seek candidates who are leaders internationally in their fields and young scientists who show exceptional promise in becoming leaders. We especially seek individuals who are interested in communicating their research to the public. Note that the Perimeter Institute promotes interactions between the two communities. The successful candidate will be expected to develop a strong, externally-funded research program and to teach courses at both locations. York University is a comprehensive research university with a strong record of teaching and excellence in teaching at both undergraduate and graduate levels. The successful candidate must have a PhD along with suitable postdoctoral experience and be eligible for a prompt appointment to York University. The Perimeter Institute is a non-profit research institute devoted to foundational theoretical physics research, and is in the midst of a major expansion. The Perimeter Institute has strong research efforts across a wide range of interrelated areas, including Cosmology, String Theory, Quantum Gravity, Quantum Foundations, Quantum Information, Particle Physics, Condensed Matter Physics, and Mathematical Physics. Further information can be found at www.perimeterinstitute.ca. The Department of Physics and Astronomy at York University has a strong research program in both theory and experiment. Physics at York University research loci include active galactic nuclei, the evolution of galaxies and their constituents, cosmic structure, and particle constituents. Research focus in high-energy physics include particle physics, string theory, QCD, heavy nuclei, and physics beyond the Standard Model. Astronomers regularly undertake optical and infrared observations with facilities such as the York University Observatory and the York-Canada France-Hawaii Telescope and radio observations via VLBI. Particle physicists are involved in high energy experiments at CERN, Fermilab, and J-PARC. Further information can be found at www.physics.yorku.ca. To guarantee full consideration, please apply online by January 15, 2012. Please submit a curriculum vitae, a summary of seminar research interests, and a teaching statement. To guarantee full consideration, please apply online by January 15, 2012. Please submit a curriculum vitae, a summary of seminar research interests, and a teaching statement. Also, please identify three individuals who are willing to supply letters of recommendation. Applications should be submitted to www.perimeterinstitute.ca. York University is an affirmative action employer. The Affirmative Action Program can be found on York's web site at www.yorku.ca. To guarantee full consideration, please apply online by January 15, 2012. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

WANTED

■ AUTHORS – Join the online digital revolution writing INTERTEXTUAL texts. Financial safeguards for authors. More information at <http://www.amelox.com/jobs.htm>.



**Kick Start
Your Job Hunt
AcademicWork.ca**

TENURE-TRACK POSITION IN COMPUTING & SOFTWARE AT MCMASTER UNIVERSITY

The Department of Computing and Software at McMaster University seeks outstanding candidates for a tenure-track faculty position. The appointment is intended to be at the Assistant or Associate Professor level. Applicants with a doctorate in Computer Science or Software Engineering (or a related area) at the time of appointment are encouraged to apply. The Department is primarily interested in hiring a researcher in Systems – particularly in Databases, High-Performance Computing, Networking, Operating Systems, and System Security – but exceptionally strong applicants in other areas will be considered seriously. Interest in medical applications would be a plus.

Potential to develop a strong research program and become an excellent teacher is crucial. Successful candidates will be expected to attract external research funding, pursue industrial collaboration if appropriate, actively recruit and supervise graduate students, and teach at both the undergraduate and graduate levels. Registration or eligibility for registration by the Professional Engineers of Ontario will be considered an asset.

Salary and rank are commensurate with experience and qualifications. Applications, including a CV, a statement detailing teaching and research interests, and the names of at least three referees should be sent electronically to [Laurie LeBlanc](mailto:Laurie.LeBlanc@mcmaster.ca) at [leblanc@mcmaster.ca](mailto:Laurie.LeBlanc@mcmaster.ca) or in hard copy to Dr. William M. Farmer, Chair, Department of Computing and Software, ITB 202, McMaster University, 1280 Main Street West, Hamilton, ON L8S 4K1. Applications review will begin immediately and the appointment will ideally commence July 1, 2012. However, applications will be accepted until the position is filled.

All qualified candidates are encouraged to apply. However, Canadian citizens and permanent residents will be considered first for these positions. McMaster University is strongly committed to employment equity within its community, and to recruiting a diverse faculty and staff. The University encourages applications from all qualified candidates, including women, members of visible minorities, Aboriginal peoples, members of sexual minorities and persons with disabilities.



CAREERS CARRIÈRES

www.yorku.ca/acadjobs

York University is the leading interdisciplinary research and teaching university in Canada. York offers a modern, academic experience at the undergraduate and graduate level in Toronto – Canada's most international city. The third largest university in the country, York is host to a dynamic academic community of 62,000 students, faculty and staff, as well as 240,000 alumni worldwide. York's 10 Faculties and 28 research centres conduct ambitious, groundbreaking research that is interdisciplinary, cutting across traditional academic boundaries.

York University is delighted to announce a \$100M transformative expansion that will lead to the creation of the Lassonde School of Engineering. Supported by a generous donation from Pierre Lassonde and by the Government of Ontario and York University, this ambitious project builds on the successes of the present School of Engineering, which currently offers fully accredited and innovative programs in Computer Engineering, Geomatics Engineering and Space Engineering, as well as a new program in Software Engineering (eng.yorku.ca). The planned expansion will lead to new programs in Mechanical Engineering, Civil Engineering, Chemical Engineering, and Electrical Engineering.

Drawing on York University's strengths, not only in engineering and the sciences but also in business, law, the humanities, and social sciences, the future Lassonde School of Engineering will ensure that engineering students are broadly educated to support future economic and social development. By embodying York University's core values of social responsibility, global citizenship and interdisciplinary education, the new Lassonde School of Engineering will provide a unique approach to developing a new generation of entrepreneurial engineers with a social conscience.

This major initiative provides a unique opportunity for both senior and junior faculty to help lead the creation of innovative teaching and research programs that integrate the diverse areas of Engineering, Law, Business, Sciences and Humanities within the multidisciplinary environment of York University.

School of Engineering TENURE-STREAM POSITIONS

MECHANICAL AND CIVIL ENGINEERING: TWO LEADERSHIP POSITIONS

We seek two experienced leaders at the Full Professor rank, one in Mechanical Engineering and one in Civil Engineering, both with established international research reputations, and a demonstrated commitment to excellence in teaching and innovative curriculum development. These individuals will assume leadership positions in building new and inspiring programs in Mechanical Engineering and Civil Engineering. Working with a team, the successful candidates will be responsible for providing the core academic leadership in the development of new programs, including implementing and further developing the strategic vision for the new Lassonde School of Engineering, planning, establishing state-of-the-art infrastructure, and leading faculty recruitment. Candidates from all areas of Civil and Mechanical Engineering are encouraged to apply.

CIVIL ENGINEERING: ONE POSITION

In addition to the leadership position above, we seek outstanding candidates for an Assistant or Associate Professor position in Civil Engineering. The successful applicant will have a strong and growing international research reputation, as well as a strong interest in teaching and innovative curriculum development. This position will play a key role in the establishment of a new Civil Engineering program at York University, in collaboration with other new and existing faculty members. Candidates from all areas of Civil Engineering are encouraged to apply.

ELECTRICAL ENGINEERING: THREE POSITIONS

We seek outstanding candidates in Electrical Engineering in a wide range of specialties, including,

but not limited to: Power Systems, Electronics, and Medical Devices. Exceptional applicants from other areas in Electrical Engineering will also be considered. Ranks are open and commensurate with experience. These positions will play key roles in the establishment of a new Electrical Engineering program at York University, in collaboration with other new and existing faculty members.

SPACE ENGINEERING: TWO POSITIONS

We seek outstanding candidates for an Assistant or Associate Professor position in Space Engineering, with a commitment to liaising between Space Engineering and Mechanical Engineering. The ideal candidate would demonstrate substantial experience in topics such as: heat transfer and thermodynamics; space materials; smart composite materials for lightweight space structures; thermal and mechanical coatings; space propulsion; spacecraft control; spacecraft systems and design; multidisciplinary design optimization.

We also seek outstanding candidates for an Assistant Professor position in Space Engineering with expertise in areas including, but not limited to: space electronic systems; space communications; spacecraft navigation and control; space instrumentation; spacecraft/satellite design; solid state physics with applications to space; space/planetary exploration; space environment; ground testing.

GENERAL CONSIDERATIONS

Candidates must have a strong commitment to engineering research and the profession, and be effective educators. Candidates must hold earned undergraduate and PhD degrees in the relevant Engineering field, or a closely related discipline. Successful candidates shall demonstrate commitment to the engineering profession by being licensed as a Professional Engineer, or by becoming licensed

soon after appointment. Candidates must have the strategic skills and vision necessary to advance the School of Engineering towards higher levels of excellence within a rapidly evolving multidisciplinary and high-technology environment. Candidates for the Professor and Associate Professor positions must have international recognition in their specific discipline(s) with a record of excellence in technical, academic and professional achievements. For the Assistant Professor appointments, candidates must have a growing international research reputation as well as a strong interest in teaching and state-of-the-art curriculum development. All successful candidates must be eligible for prompt appointment to the Faculty of Graduate Studies.

Positions will commence **July 1, 2012** and/or **January 1, 2013**, subject to budgetary approval.

Applications must be received by **February 15, 2012**. Applicants should forward a curriculum vitae and a statement of their contributions to research, teaching and curricular development, and arrange for three reference letters to be sent to: **Chair, Search Committee, School of Engineering, Lassonde Building 1012M, York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3. Tel: 416.650.8215. Fax: 416.650.8135. E-mail: eng@yorku.ca Website: <http://eng.yorku.ca/>**

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's web site at www.yorku.ca/acadjobs or a copy can be obtained by calling the affirmative action office at **416.736.5713**. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

CAREERS CARRIÈRES



Faculty Positions at Grenfell Campus

Grenfell is a small (1300 student) liberal arts and science campus of Memorial University of Newfoundland. Our emphasis is on a small-class environment and teaching excellence in distinctive single, multi- and interdisciplinary programs with four-year Bachelor's degrees in Arts, Fine Arts, Science, and Nursing. We are currently working to increase enrolments, build new degree programs, acquire new infrastructure and enhance our research profile and activities. The campus is located in Corner Brook (population 22,000), a safe and friendly city with excellent recreation and cultural facilities, situated in an area of great natural beauty. The city is some 80 kilometers from Gros Morne National Park, a UNESCO World Heritage Site and is 10 kilometers from Marble Mountain, one of Eastern Canada's premier downhill ski resorts. We are presently seeking candidates who are, or who show promise to be, exceptional teachers and scholars and who will become engaged in our community. Teaching experience at the university level is preferred. All positions are subject to budgetary approval.

Tenure Track Positions at the rank of Assistant Professor commencing August 1, 2012

A completed earned doctorate is required for the appointee to receive the rank of Assistant Professor and to be in a tenure-track position. If a successful candidate has not completed an earned doctorate, he or she shall be appointed to a regular term, non-renewable three-year appointment at the rank of Assistant Professor. If the candidate completes all the requirements for the doctorate during the first 24 months of his or her term appointment, he or she shall begin a tenure-track appointment following completion of the requirements of the degree.

Earth Science/Environmental Science GRSC-2011-001
 The successful candidate will be required to teach undergraduate courses in earth science and related disciplines and to supervise general and honours undergraduate research projects. In addition, the candidate will assist with curriculum development in the Environmental and General Science programs (www.grenfell.mun.ca/envs and www.grenfell.mun.ca/science) and maintain an active research program. The research field is open although preference will be given to candidates with expertise in one or more of the following areas: climatology, earth systems dynamics, resource geology, geology or geophysics and which complements ongoing research in environmental science. Opportunities exist for collaborative research with local government agencies and industry, and for supervising graduate students in the environmental science program offered through MUN-St. John's. A Ph.D. in Earth Science or related discipline is required, with teaching and post-doctoral research experience an asset.

Mathematics GRSC-2011-002
 Duties will include teaching a variety of courses in support of both a Mathematics stream in an interdisciplinary degree program in General Science (which includes an Honours option) and a Mathematics minor. Duties also include research, academic service and supervision of undergraduate student research. The successful candidate must have a Ph.D. or be near completion. Preference will be given to candidates with a background in discrete/computational Mathematics. Candidates are asked to identify areas of research interests in their letters of application.

Contractual Positions commencing August 1, 2012 and ending July 31, 2015

A Ph.D. and teaching experience at the university level is preferred for these positions. Candidates are asked to identify areas of research interest and activity in their letters of application. As well a curriculum vitae and teaching dossier should be submitted.

Biology GRSC-2011-003
 Applications are sought for TWO 3-year appointments in Biology/Environmental Science as follows: (1) a freshwater community ecologist to teach established courses in invertebrate biology and freshwater ecology, and (2) a vertebrate biologist, preferably with research expertise in mammalian ecology, to teach established courses in vertebrate biology, introductory ecology, and human biology for non-majors. We seek applicants with a Ph.D. in biology or environmental science, relevant teaching experience and associated research expertise in a boreal setting. Successful candidates for both positions would also teach introductory biology and may contribute to a field course as well as the supervision of senior student projects in support of the Environmental Science and General Science programs (www.grenfell.mun.ca/envs and www.grenfell.mun.ca/science). These term positions require contributing to curriculum development in Environmental Science as well as maintaining an active research program. Scientists from both provincial and federal agencies are located on campus or in the immediate vicinity of Corner Brook offering local opportunities for research collaboration.

Environmental Studies GRSC-2011-006
 We encourage applications from a variety of fields including: environmental studies, outdoor recreation, geography, environmental education, environmental law, sociology, political science, environmental economics, wildlife management, environmental science or any other field relevant for environmental studies. The ideal candidate will possess a Ph.D. or be close to completion. Candidates must have demonstrated teaching and research success and be committed to working in an interdisciplinary environment. The successful candidate must be able to teach environmental courses in their discipline and to supervise undergraduate students independent research projects. They must also be able to teach outdoor pursuits courses, especially EVST 2210 (Outdoor Environmental Pursuits I), which includes: minimal impact camping, hiking, kayaking, canoeing, navigating with map and compass, outdoor safety, search and rescue, and group management. Certification in wilderness first aid, sea kayaking and canoeing are essential and certification in skiing and/or snowboarding is an asset. If the successful candidate does not possess these certificates at the beginning of their appointment, they will be expected to obtain certification with the first year at Grenfell. Candidates will be expected to contribute to the growth and development of the Environmental Studies Program.

Chemistry GRSC-2011-004
 Applications are sought for a 3-year appointment in Chemistry/Environmental Science with expertise in experimental Physical Chemistry. The successful candidate will be expected to teach 2nd year Physical Chemistry courses: Introduction to Physical Chemistry and/or Thermodynamics/Kinetics and/or Quantum Mechanics/Spectroscopy, all with required laboratory supervision. Further teaching will be drawn from first-year Chemistry, ENVS 3261 (Atmospheric Chemistry), ENVS 2261 (Survey of Environmental Chemistry), seminar courses and supervision of experimental research projects for undergraduate general and Honours B.Sc. Programs. A Ph.D. in Physical Chemistry and post-doctoral research experience is required, with teaching experience an asset. This term position requires contributing to curriculum development in Environmental Science as well as maintaining an active research program (provide NSERC form 101). For more information concerning courses see www.grenfell.mun.ca/envs and www.grenfell.mun.ca/chem.

French GRAR-2011-001
 Candidates must have demonstrated competence and experience in, as well as an enthusiasm for, teaching French as a second language at the introductory and intermediate undergraduate levels. Such experience should be clearly outlined in the candidate's teaching dossier. The successful candidate will also be prepared to teach courses in phonetics and would ideally be prepared to contribute to Grenfell's Humanities program. The candidate must be prepared to teach in an English-speaking environment. The successful candidate will ideally have completed or be near completion of a PhD in French or second language pedagogy.

Engineering GRSC-2011-005
 Applications are sought for a three-year regular term appointment in engineering science. The successful candidate will be required to teach engineering and related courses, to coordinate the human and material resources necessary to effectively deliver the "Engineering One" program on Grenfell Campus and to maintain an active research program. Administrative duties include liaising with the College of the North Atlantic and the Faculty of Engineering and Applied Science (St. John's), advising engineering and other students, promoting the engineering program, and assisting with curriculum development. By the time of the appointment, applicants must hold an earned Ph.D. in electrical, computer or mechanical engineering or a cognate area. Desired areas of expertise are in engineering physics, mechatronics, or in electronics or mechanical systems. Preference will be given to candidates with a strong multidisciplinary background and relevant industrial and/or academic experience in mechatronics. The successful candidate is expected to register as a professional engineer in Newfoundland and Labrador.

Études françaises GRAR-2011-001
 Les candidat-e-s doivent avoir de l'expérience dans l'enseignement du français langue seconde au niveaux débutant et intermédiaire ainsi qu'une bonne connaissance de l'anglais pour travailler en milieu anglophone. Un dossier d'enseignement doit démontrer cette expérience. Le candidat-e sera prêt à enseigner des cours de phonétique et pourra contribuer au programme d'Humanités. Le poste est ouvert aux candidat-e-s ayant préféablement complété un doctorat en études françaises ou en pédagogie et aussi à ceux et celles qui achètent leur doctorat.

Philosophy GRAR-2011-002
 The successful candidate will have expertise in the history of philosophy and/or ethics. Capacity to contribute to the Humanities program is likewise desirable. Preference will be given to those candidates with a Ph.D. in hand or close to completion.

Psychology GRSS-2011-007
 Ability to teach Introduction to Psychology, Survey of Learning, Survey of Biological Psychology, Contemporary Issues in Biological Psychology, Contemporary Issues in Learning, and Senior Seminar is preferred. Undergraduate teaching experience is an asset. Ph.D. in Psychology or near completion (ABD) is required.

Contractual Positions commencing August 15, 2012

Grenfell Campus, Memorial University is also seeking candidates for the following contractual positions:

- **Art History/Visual Culture**
8.5 month
- **English**
8.5 month
- **Historical Studies**
8.5 month
- **Mathematics**
8.5 month
- **Psychology**
8.5 month
- **Visual Arts/Sculpture**
4.5 month
- **Theatre/Acting**
4.5 month

For details about these positions and application procedures, visit our website: www.swgc.mun.ca

Deadline for receipt of applications is **January 31, 2012**.

A letter of application (which includes information on areas of research interest and activity) along with a curriculum vitae, teaching dossier, and the names of three references should be sent in electronic and/or hard copy form to:

**The Associate Vice-President (Grenfell Campus) Academic
Memorial University of Newfoundland, Corner Brook, NL A2H 6P9**
 Phone: (709) 637-6231 / Fax: (709) 637-6218 / Email: vpoffice@grenfell.mun.ca

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, aboriginal people and persons with disabilities.

CAREERS CARRIÈRES

www.yorku.ca/acadjobs

York University offers a world-class, modern, interdisciplinary academic experience in Toronto, Canada's most multicultural city. York is at the centre of innovation, with a thriving community of almost 60,000 faculty, staff and students who challenge the ordinary and deliver the unexpected.

Consistently ranked in the top tier of the world's best business schools and #1 in Canada, the Schulich School of Business is known for its global reach, innovative programming and the diversity of its student body, faculty and staff.

Schulich enrolls some 3,000 students in undergraduate, graduate and postgraduate Business degree programs leading to careers in the private, public and non-profit sectors. Located in Toronto, the School's multimillion-dollar, award-winning complex is on York University's main campus. Schulich's downtown Miles S. Nadal Management Centre is situated in the heart of the city's financial district.

The School has pioneered unique offerings in areas such as financial engineering, financial services, real estate and infrastructure, business and sustainability, and health industry management. In addition, it launched Canada's first comprehensive degrees leading to careers in international business – the International MBA (IMBA) and the International BBA (IBBA). The Kellogg-Schulich EMBA, established in partnership with Northwestern University's Kellogg School of Management, is North America's first cross-border Executive MBA. Each year, the Schulich Executive Education Centre provides executive development programs to more than 12,000 executives in Canada and abroad.

As Canada's Global Business School™, Schulich has strategic linkages in more than 80 countries around the world, including academic exchange partnerships with leading international management schools. To support initiatives related to student recruitment, executive education, career development and placement, alumni relations and media relations, the School has international Satellite Centres in Beijing and Shanghai, China; Mumbai, India; Seoul, South Korea; Mexico City, Mexico; and Moscow, Russia.

Schulich faculty have earned global recognition for their research in such fields as finance, strategy, marketing, business and sustainability, organizational behaviour and international business.

The Schulich School of Business invites applications for tenure-stream positions, effective July 1, 2012, subject to budgetary approval. Salary and benefits are competitive. Successful candidates should be eligible for prompt appointment to the Faculty of Graduate Studies. **The application deadline date for completed applications is January 31, 2012.** Applicants should send an application letter, a curriculum vitae, samples of research papers, three letters of reference, and information regarding teaching to the appropriate contact person and area co-ordinates specified under each listing, at: **York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3.**

Schulich School of Business

TENURE-STREAM POSITIONS

FINANCIAL ACCOUNTING

Applications are invited for a tenure-stream position in Financial Accounting at the Senior Assistant or Associate Professor level.

Preferred candidates will have: demonstrated significant contributions to empirical financial accounting research in top-tier journals; a track record of publications in top-tier journals; evidence of an ongoing research program with potential for further publications in top-tier journals; a willingness and demonstrated ability to supervise masters and/or doctoral students; evidence of effective teaching and a willingness to teach with cases; a completed doctorate in Accounting or a related area.

Applications should be addressed to: Dr. Amin Mawani, Chair of the Financial Accounting Search Committee, Schulich School of Business. E-mail: amawani@schulich.yorku.ca.

SCHULICH CHAIR IN FINANCIAL ACCOUNTING

Applications are invited for an outstanding scholar to fill a named Chair in Financial Accounting at the rank of Senior Associate or Full Professor.

Preferred candidates will have: a strong record of quality research in financial accounting, international accounting, and/or capital markets research relating to accounting issues in top-tier journals; a leadership position within academic accounting research; strong evidence of teaching effectiveness and a willingness to employ a variety of sound pedagogies, including case-method teaching, at both graduate and undergraduate levels; willingness and ability to contribute to the doctoral program as a dissertation supervisor; a doctorate in Accounting or a related field.

Applications should be addressed to: Dr. Amin Mawani, Chair of the Financial Accounting Search Committee, Schulich School of Business. E-mail: amawani@schulich.yorku.ca.

INFORMATION SYSTEMS

Applications are invited from candidates with outstanding potential for research and scholarship in Information Systems,

for a tenure-stream position at the rank of Senior Assistant or Associate Professor.

Preferred candidates will have: a PhD in Information Systems or a related area; potential for outstanding research and scholarship, as demonstrated by publication or late round revisions in top-tier journals in Information Systems; clear evidence of teaching effectiveness, preferably at all levels from undergraduate to graduate.

Applications should be addressed to: Professor Wade D. Cook, Area Coordinator, Operations Management and Information Systems, Schulich School of Business. E-mail: wcook@schulich.yorku.ca.

SCHULICH CHAIR IN OPERATIONS MANAGEMENT

Applications are invited for an outstanding scholar to fill a named Chair in Operations Management at the rank of Senior Associate or Full Professor.

Preferred candidates will have: a PhD in Operations Management or a related area; a proven track record of scholarship and leadership in the field; an outstanding and ongoing program of academic research and publishing in top-tier journals in Operations Management (e.g., JOM, POM, Management Science, etc.); a willingness and ability to take a leadership role in the doctoral program; previous experience in teaching doctoral level courses and advising and supervising doctoral students; evidence of teaching effectiveness at all levels from undergraduate to graduate; evidence of significant industry experience.

Applications should be addressed to: Professor Wade D. Cook, Area Coordinator, Operations Management and Information Systems, Schulich School of Business. E-mail: wcook@schulich.yorku.ca.

SCHULICH CHAIR IN ORGANIZATION STUDIES

Applications are invited for an outstanding scholar to fill a named Chair in Organization Studies at the rank of Senior Associate or Full Professor.

Preferred candidates will have: an outstanding record of high-quality research, published in top-tier journals; a leadership record within organization studies as marked by theoretical innovation, citations counts, grants and other recognition such as editorial positions; strong evidence of teaching effectiveness and a willingness to work with students at all levels, particularly including the supervision of doctoral students; a doctorate in Organization Studies or a related field.

Applications should be addressed to: Professor Patricia Bradshaw, Area Coordinator, Organization Studies, Room N332, Schulich School of Business. E-mail: pbradshaw@schulich.yorku.ca.

SCHULICH CHAIR IN STRATEGIC MANAGEMENT

Applications are invited for an outstanding scholar to fill a named Chair in Strategic Management at the rank of Senior Associate or Full Professor.

Preferred candidates will have: a PhD in Strategic Management or a related area; a proven track record of scholarship and leadership in the field; an outstanding and ongoing program of academic research and publishing in top-tier journals in Strategic Management (e.g., SMJ, AMR, AMJ, JIBS, etc.); previous experience in teaching doctoral level courses and advising and supervising doctoral students; evidence of teaching effectiveness at all levels from undergraduate to graduate.

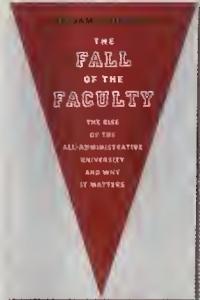
Applications should be addressed to: Professor Theo Peridis, Policy and Strategic Management Area, Schulich School of Business. E-mail: tperidis@schulich.yorku.ca.

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's web site at www.yorku.ca/acadjobs or a copy can be obtained by calling the affirmative action office at 416.736.5713. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

BOOKSHELF COIN DES LIVRES

IN REVIEW

The Fall of the Faculty The Rise of the All-Administrative University and Why It Matters



Benjamin Ginsberg, New York, NY:
Oxford University Press, 2011; 264 pp;
ISBN: 978-0-19978-244-4, cloth \$29.95 USD.

Reviewed by HANS SKOTT-MYHRE

BENJAMIN Ginsberg's book is a well-argued scholarly polemic against the increase in the scope and influence of administrators and bureaucrats within the academy. It is an important book for anyone interested in issues such as the importance of faculty governance, academic freedom, and faculty control over their own teaching and research. Ginsberg tells us his book sounds a warning cry that could signal actions to avoid the calamity of what he terms, "administrative blight." However, he warns that it may "come too late for some victims."

Although the book is written from an American context, there is a definite resonance for the Canadian academy. His claim that institutions are "mainly controlled by administrators and staffers who make the rules and set... the priorities of academic life," has not fully taken hold in Canada, but appears to be well on the way. Indeed, there is no doubt that administrative growth at Canadian universities and colleges has far outstripped growth in the ranks of faculty.

Ginsberg traces the gradual erosion of direct faculty involvement in the management of the academy in the United States. He notes that, until the last 20 years or so, faculty members held administrative functions

on a short-term basis. It was assumed such faculty would return to the professoriate in short order, having fulfilled their service as administrators.

As a result, the author argues that presidents and provosts were highly dependent on the faculty to manage the university. This dependence insured that faculty had a voice in the development and vision for the institution. The short-term nature of their involvement kept their focus on the centrality of quality teaching and research. Ginsburg argues the fact that faculty, as short-term managers, never lost sight of their own pedagogy and scholarship led to the development of U.S. universities as premier institution of secondary education.

He contends this focus has been lost for many U.S. universities in the shift from a faculty perspective to a managerial perspective. This difference in perspective is central to his overall argument that faculty should control and lead universities and colleges. Ginsburg proposes that for faculty, the university exists as an institution that promotes their teaching and research. Alternatively, administrators and managers see teaching and research as a way to fund and support the institution. In short, for faculty, the university is a means by which teaching and research are accomplished, while administrators see

teaching and research as a means to sustain the university as an institution.

Ginsberg traces the development and growth of the managerial class in the academy illustrating both its influence and tactics through numerous empirical examples. Again, while the context is largely U.S. (there are some Canadian examples), the trends and issues brought to light are relevant for North American and European institutions of higher learning. In particular, the author explicates strategies for the growth of administrative influence and its impact on faculty governance and voice. The fascinating and horrifying aspect of this section of the book is that I recognized each tactic being deployed both at my home institution and elsewhere.

The tactics outlined include the use of budget crises as a justification for significant restructuring of the institution. He makes the case that these budget crises may have some basis in fact, but that they seldom reasonably link to the "reforms" being implemented. In fact, the administrative solutions proposed often exacerbate the underlying budget problems.

Ginsberg points out that costs for administration and capital expenditures almost always

See THE FALL OF THE FACULTY Page A6 ➔

IN REVIEW

Over Ten Million Served Gendered Service in Language and Literature Workplaces



Michelle A. Massé & Katie J. Hogan, eds.
Albany, NY: SUNY Press, 2010; 298 pp;
ISBN: 978-1-43843-202-1, paper \$24.95 USD.

Reviewed by TATJANA TAKŠEVA

THE issue of academic service – how much of it, what kind and how to measure it – remains a topic of debate in academic circles. After reading the 18 essays that comprise Michelle Massé's and Katie Hogan's edited volume, *Over Ten Million Served: Gendered Service in Language and Literature Workplaces*, I am left with the overwhelming impression that most American universities and colleges treat service as "invisible" labour.

This labour, often unacknowledged by either administrators or faculty themselves as intellectual work for which they should be compensated, is rather seen as a work of "care," "moral obligation" or "ethical virtue." Moreover, Massé and Hogan claim that "for most U.S. faculty" service is "often framed as a labor of love instead, akin to the caregiving tasks women perform for their mates, children, places of worship, or community groups, rather than as work for which they should be paid or acknowledged." (p. 2)

I have always understood my own service to the university and the wider community as a form of intellectual work that may or may not be implicated in the ethics of care, and thus far, it has been acknowledged as such. However, I see widely applicable value in the overall aim of this volume – to critically ana-

lyze service as a significant dimension of academic work, and expose the actual labour of service particularly for women, racial, ethnic and sexual minorities in order to show how this labour "becomes a gendered activity considered appropriate for all workers in the group." (Ibid)

The editors hypothesize that "just as women fill the less prestigious ranks of language and literature units, so too women and minorities are proportionately overrepresented when we start to tally who's doing the institutional housework." (p. 7) This hypothesis is supported by the majority of the essays as well as my anecdotal knowledge. In a general cultural and economic climate informed by market values, which encourages us all to compartmentalize our lives into neat, easily "marketable" packages, it is no less insightful to point out that "such work, even if it earns one tenure and promotion at one's home institution... has no exchange value in the academic job market and often eats into time for the research and scholarship," the 'real portable property' of our profession. (p. 4)

The collection of essays is divided into three sections, "Service Stations," "Non Serviam: Out of Service" and "Service Changes," a division that appears largely arbitrary in that there are great overlaps among the essays and no particular thematic focus distinguishes the essays in each section. Also, in the introduc-

tion it is mentioned briefly that the increase in service obligations for tenure-track and tenured faculty over the last decade may be due to the corporatization of institutions of higher education as a consequence of global trends in capital distribution. Given the overarching significance of this trend for all aspects of academic life, one is left wishing for a more serious treatment of the issue in relation to the book's focus. None of the essays in the collection addresses it in detail either. At the same time, there are a number of essays that stand out in their thoughtful engagement with academic service and its gendered challenges.

In particular, Katie Hogan's "Superserviceable Feminism," Kirsten M. Christensen's "The Value of Desire: On Claiming Professional Service," Teresa Mangum's "Curb Service or Public Scholarship to Go" and Valerie Lee's "Pearl was shittin' worms and I was supposed to play ran-around-the-rosie?: An African American Woman's Response to the Politics of Labor," deserve mention for their investigation of service in broader ideological and discursive contexts.

As a graduate student, our professional development classes informed us that in addition to teaching and research, service constituted the triad that made up academic work

See OVER TEN MILLION SERVED Page A10 ➔